FIELD EXPERIENCES IN TEACHER EDUCATION

WITH RECOMMENDATIONS FOR

INDUSTRIAL ARTS TEACHER PREPARATION

By

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Stanley J. Drazek
May 7, 1950
PREFACE

Greeting his pupils, the master asked:
What would you learn of me?

And the reply came:
How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live? . . .

And the teacher pondered these words,
and sorrow was in his heart, for his own
learning touched not these things.¹

The above quotation written over twenty-five years ago
portrays the plight of an inadequately prepared teacher.

Our public schools are dedicated to the education of young-
sters for intelligent participation in our ever changing
society. Our society is characterized by continuous techn-
nological advancements, many of which have been made possi-
ble through the medium of mass production. This technological
advancement has provided our country with a material standard
of living paralleled by no other nation; yet, these standards
have not been attained without inflicting noticeable scars
upon our social institutions. In general, satisfactory so-
cial adjustments have been outdistanced by advancing social
complexities.

Unlike the teacher of yesteryear who was concerned with
the education for a relatively established society, the

¹J. Crosby Chapman and George S. Counts. Principles of
teacher of today, and more specifically, the Industrial Arts teacher of today, should possess the capacity for understanding and in a measure directing both technical and social change. Effective skill and literacy in these areas are the nation's assurance that its adaptive society will be wisely piloted by a well educated and adaptive citizenry.

The prospective teacher should develop an understanding of the social and technical problems associated with our way of life. These understandings can no longer be gained in the confines of the formal college classroom. Certain insights can be gained best through first-hand experiences. A program of field experiences is one technique which may be utilized in teacher education institutions as a supplement to formal course work. The product of our teacher institution should then be better equipped to guide young people in assuming their roles in our variable society.

From the program mentioned, the teacher may find assurance when asked, "How shall we work together?" or "How shall we live with our fellow men?" He will not have "sorrow . . . in his heart" for his own learning experiences should direct him in his thinking and in his answering.

This study presents some of the field experience programs currently operating in several of our teacher education institutions. These may serve as an aid to those contemplating field experience programs for their particular situation. Recommendations are included which may provide bases for experiences desirable for intending teachers of Industrial Arts.
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CHAPTER I

THE PROBLEM IN ITS SETTING

This study deals with certain aspects of teacher education that strive, through directed student participation, to orient the prospective teacher with the broad social setting of our American way of life and the many influences which bear upon human behavior. Education is, and it should be, a reflection of the ideals and practices of our society. Occasionally this reflection is marred by layers of dust and unswept cobwebs of past generations, societies and culture. This study explores the possibility of using well organized field experiences to bridge the gap, to provide experiences which may inspire the teacher of tomorrow to capture the motivational opportunities of our culture. This possibility is supported by Brown as is evidenced in the following quotation:

The curriculum of the school will be markedly affected by the results of a study of a community. For example, an understanding of natural resources, local and regional, is necessary for adequate economic and social adjustment.¹

Engleman also urges greater consideration for a more direct type of experience and calls for a break with conventional approaches.

The whole educational content . . . must be revitalized. This can be achieved only if education is removed from the realm of superficiality, verbiage and isolation from reality. . . . If education is to play a significant role . . . wherever possible, real experiences should be substituted for vicarious ones. 2

With the pressure of professional demands, the student in preparation for teaching as well as the in-service teacher, finds it difficult to become well informed on the many aspects of the changing social scene and as a consequence can contribute little toward its direction. To remedy this situation breadth and depth of training are required that harness all available resources and learning opportunities. Many forms of knowledges desired for prospective teachers can be gained most effectively through formal classroom and laboratory study; other desired understandings and attitudes are less effectively acquired in this manner. Field experiences have long been recognized as essential entities of teacher education.

If general education is to interpret, refine and perpetuate the democratic way of life, that education should be grounded in the society in which it operates. Industrial Arts also derives its content and meaning from the social setting. It strives to deal with the industrial aspects of society and in many respects it is more sensitive to imping-

ing social and economic forces. In view of this, students aspiring to teach Industrial Arts need to receive experiences deemed desirable for other teachers, particularly in areas of human behavior, and in addition, should receive broader experiences in specific social-economic areas. Field experiences programs are, as for all teachers in general, essential for teachers of Industrial Arts.

The first chapter presents a Statement of the Problem, Limitations of the Study, Evidence of Need, Assumptions, Terminology and Procedures Employed, and provides a brief perspective of the chapters which are to follow.

**Statement of the Problem**

The problem of this study is to set forth the learning experiences provided by and the values accruing from directed field experience programs and to present elements of organizational plans and administrative procedures which tend to make a program successful. Recommendations are made for adapting field experiences to Industrial Arts teacher preparation.

The fundamental character of this research is centered around the selection of a number of institutions having well-established field experience programs in operation with the intent that the evolved findings may serve as data in advancing out-of-school experiences for prospective teachers with particular reference to the preparation of Industrial Arts teachers.
Procedures

The procedures employed in this study originated with a library survey. The card catalog of the Enoch Pratt Library as well as the Education Index and the Reader's Guide to Periodical Literature were explored for printed data related to field experience programs. An extensive bibliography was compiled which served to orient the writer with the subject.

At the same time interviews were held with educational authorities to clarify further the problem and obtain suggestions for the pattern of approach to be followed.

In late September of 1949 a printed card questionnaire was sent to all institutions listed in the 1949-1950 edition of the American Association of Colleges for Teacher Education. This served as a preliminary screening device. Respondents who indicated having field experience programs were contacted by personal letter. The subsequent data received, plus the review of printed literature served as a secondary screen.

Visits to selected institutions were arranged, and they served as the primary sources of data. Detailed area outlines were prepared in advance of the visits and these were employed during interviews in an attempt to obtain comprehensive coverage as well as in systematization of procedure and records.

Following each visit data were compiled and the review was sent to the institution for examination of accuracy and coverage, and for general comments. The final draft of each program was revised in light of these recommendations.
Programs which were not visited were reviewed through printed data and information obtained through correspondence. A compilation of the patterns of programs was made; and selected experiences were recommended for possible adaptation to Industrial Arts teacher education.

A general summary concludes the study.

Scope and Limitations of the Study

Geographically, the scope of this study began on a nationwide basis. All institutions included in the American Association of Colleges for Teacher Education for 1949-50 were initially contacted and in this respect the study was limited to the list of accredited institutions contained therein. The neglect of some institutions to respond to the preliminary inquiry excludes those institutions, but does not preclude the possibility that some of these institutions do have field experience programs.

This study is limited to pre-service education of teachers on the undergraduate level. Although the study includes data related to in-service and graduate field experiences, these are considered to have relevancy in terms of their application, organizational plans or administrative procedures, to pre-service education.

Student teaching is a recognized field experience of tremendous import. However, for purposes of this study, student teaching is excluded inasmuch as considerable research has been done in this area.

In some institutions participation in the laboratory
school is considered a part of the field experience area. For purposes of this study field experiences of an off-campus nature receive emphasis. The writer recognizes the value of laboratory school experiences but excludes them from this study.

A study of this nature is also limited to the data obtainable in terms of financial resources available and the time of respondents. As the study progressed, it became obvious that many programs and various aspects of the problem would require such extensive research that complete coverage would not be practical. This study is dependent, to a large degree, upon the cooperation of many over-worked individuals responsible for the operation of specific programs. In general these persons gave unstintingly of their time to correspondence, conferences and review of programs. However, the possibility that some programs or aspects of programs may have been overlooked is very real. Rather than attempting complete coverage of all existing programs, significant patterns, aims, procedures, reactions and adaptability to Industrial Arts teacher education were sought.

Assumptions Involved in the Study

For purposes of explanation and clarification the following assumptions underlying this study are presented:

1. Many of the understandings which teachers in general, and teachers of Industrial Arts in particular, need can be learned effectively in a variety of direct participation programs.
2. Present-day methods of preparing teachers, except for the period of student teaching and its associated activities, emphasize learning through formal courses. These courses tend to be studies about situations.

3. Teachers should have an understanding of the social order in which they function if they are to be active, intelligent participants in that society.

4. Direct field experiences may provide sound methods of study of the area toward which they are directed.

5. Field experience programs are operating in a sufficient number of institutions to permit observations and to derive some principles relevant to their usefulness.

6. Industrial Arts, as a phase of general education, has a unique function inasmuch as it attempts to portray the industrial aspects of the society in which we live.

7. It should be possible to analyze the overall scope of experience programs and to arrive at some bases for determining potential areas that might be included in the preparation of Industrial Arts teachers.

Evidence of Need

The cogent evidence which is offered in support of "education through work" or education through direct contact with the realities of life seems to apply to the preparation of teachers. While there has been a variety of disparate attempts to provide pre-service teachers with experiences dealing with school and community institutions and their operation (exclusive of student-teaching) there have
been few systematic studies of these programs. Several pertinent studies are reviewed in Chapter II. However, each is significantly different from the present study, in terms of purpose and/or approach, so that this is not a duplication but rather a supplementation of the earlier studies.

The conditions which bear upon the growth and development of children and youth have become more complex and influential. The teacher who aspires to utilize effectively the potentialities of our culture must be familiar with the nature and the impact of cultural influences.

The concept of direct experiences has many historical antecedents. Seventeenth century educators, especially Pestalozzi, advocated the work principle. Modern day educational leaders show great concern for broadening the concepts of present day education. Dewey and Childs hold this point of view in the following statement:

"We plead for an improved and enlarged education in order that there may be brought into existence a society all of whose operations shall be more genuinely educative, conducive to the development of desire, judgment, and character. The desired education cannot occur within the four walls of a school shut off from life. . . . The great problem of American education is the discovery of methods and techniques by which this more direct and vital participation may be brought about."

Other educators reflect the same thought regarding the

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hazards of narrow confines in teacher preparation. In answer to the writer's correspondence many teacher education officials responded favorably to the philosophy of out-of-school experiences. The following are typical statements:

"... hope to organize such a program within the next year. ..."4

"We are beginning to experiment with the plan."5

"We are now in the process of working out such a program field experiences."6

Field experiences are deemed essential for all intending teachers. This need takes on added significance for the prospective teacher of Industrial Arts. He is charged with the additional responsibility of portraying our modern, complex industrial culture to the youngsters. In order to present effectively teaching-learning atmospheres whereby youngsters may "explore industry and American industrial civilization in terms of its organization, raw materials, processes and operations, products, and occupations"7 the teacher of Industrial Arts must know modern industry. Experiences in this area as well as others are not only desirable but essential.

4 Arvin N. Donner, Director School of Education, University of Houston, Houston, Texas. (dated October 17, 1949)

5 Volworth R. Plumb, Chairman, Education Division, University of Minnesota, Duluth Branch. (dated October 12, 1949)

6 John W. Best, Director of Student Teaching, Butler University, Indianapolis, Indiana. (dated October 13, 1949)

The preliminary survey made for this study revealed that field experiences are in effect to a lesser degree in Industrial Arts teacher education programs than in other areas of teacher education. Further research with recommendations specifically for Industrial Arts teacher education seems desirable.

**Definition of Terms**

The following definitions of terms fundamental to this study are defined for purposes of further clarification.

**Community Study:** a study or analysis of a community or a portion of a community in an effort to gain an understanding of its institutions, customs and cultures. The aim is to arrive at a better understanding of community life as well as its organizational patterns and functions.

**Cooperative Programs:** alternation of study on-campus with work off-campus. Usually sponsored jointly by the teacher education institution and some cooperating agency.

For brevity the term **co-op** is used interchangeably with **cooperative**.

**Directed Field Experiences:** those types of field experiences (see definition below) which are directed by the teacher education staff. **Supervised** and **directed** experiences are used interchangeably in this study.

**Excursions:** a trip or visit arranged by the school for educational purposes in which students may visit a school or industry or other social activity or agency. **Excursion** is used synonymously with **Field Trips** as used in this study.
Field Experiences: that aspect of teacher education programs which takes the student away from the school and utilizes social, economic, political and other instructional aspects of the community and its subdivisions.

Industrial Arts Education:

... a phase of general education that concerns itself with the materials, processes, and products of manufacture, and with the contribution of those engaged in industry. The learnings come through the pupil's experiences with tools and materials and through his study of resultant conditions of life. It is a curriculum area rather than a subject or course, being comparable in this respect to the language arts.8

Integrated Field Experiences: concerns experiences which are related to a specific course or series of courses and combines theory with practice. Out-of-school experiences become a systematic part of specific courses or areas of study.

Interim Program: a period of time set aside for complete devotion to work experience or other non-academic activity that is related and is an integral part of the school work.

Internship: a plan whereby full-time participation is provided in teaching, administrative or industrial capacity with a definite purpose or goal in mind. Direction and supervision are joint responsibilities of a sponsor or coordinator and a local teacher or official. The intern may or may not receive financial remuneration for services per-

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formed.

**Observation**: one specific type of field experience wherein the student observes a child, class, or activity as a means of gathering data.

**Prospective Teacher**: a student enrolled in a teacher education program; one who aspires to teach. Intending teacher is used interchangeably with prospective teacher for purposes of this study.

**Work Experience**: actual experience in an occupation and may be a part of a course or program of study. It may operate in connection with a program where a student spends a portion of his time in school and the remainder of his time at a job. Or it may be a part-time job or summer employment.

**Student's Diary; Daily Record or Log**: a daily recorded account of important experiences, significant observations, conclusions, activities, etc. All three terms are used interchangeably.

**Tours**: a trip arranged by the school but of longer duration than an excursion. It may involve several days or a longer period of time or a specific historical, industrial or geographical area of study.

**Organization of This Report**

Chapter II reviews the literature, presents a historical evolution of experiential media in terms of societal needs, types of experiences related to various levels, problems encountered in conducting directed experiences and
finally a case is presented in support of field experiences in Industrial Arts teacher education.

In Chapter III six studies which have direct relationship to this research are reviewed. Four studies deal with prevailing field experiences. Two studies are of an evaluation nature.

The primary concern of Chapter IV is in reference to the writer's survey of existing field programs in teacher education. The manner of gathering data and the procedures employed are explained in this chapter.

Chapter V deals with program reports based on data obtained from conferences, observations and written descriptions. Extensive reviews of sixteen separate programs involving twelve distinct institutions are contained in this chapter.

Chapter VI deals with reports of programs, data for which were secured from written descriptions.

Chapter VII contains recommendations with reference to field experiences as they may be applied to Industrial Arts teacher education.

Chapter VIII is a brief summary of the study.
This chapter deals with a review of the literature related to field experience programs. An historical evolution is presented at the outset in an attempt to show the sociological forces in a given society and their impact upon education. The need for field experiences in a teacher education program is derived in part from the social order; a contrast is made between the needs of a simple, homogeneous society and a complex, heterogeneous society such as ours.

The turn to history may make interpretations of present problems more meaningful. Bode supports this approach when he declares, "History is to the social sciences what the laboratory is to physics and chemistry."\(^1\)

Butts lends further support. "The study of history by itself can help us to solve our problems more intelligently."\(^2\)

The historical treatment is followed by a review of the bases for educational patterns which in turn provide foundations for field experience programs. A review of the literature explaining experiences provided at various grade levels follows.


levels and in different curricula is presented. The last area pertains to the specific area of teacher education field experience programs.

**Historical Evolution**

The concept of the direct relationship between education and experience is not new. From the earliest times mankind taught the children the basic arts necessary for successful living. The fathers taught their sons; the daughters were taught domestic arts by the mothers. All the varied experiences necessary to sustain life except those which were taught by the priest and/or medicine man were important lessons in the familial school. The curricula and living were synonymous. Skills were learned as they were performed; understandings were developed as they were applied. Education was experience; experience was education. Good made reference to this in a 1942 paper. "... work and education have been associated together from the earliest human era down to this moment."³

In simpler communities the interrelationships are more easily transmitted and more easily understood. The community is a relatively homogeneous, stable unit wherein each individual has a clear function and status. His needs and desires are synonymous with those of the group. Simple controls suffice; the educational needs are not great. Le Play's findings

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substantiate this thesis.

... in simpler communities, where the chief occupation is agriculture or fishing or some primary activity, there is stability of the social order that has ceased to characterize highly developed industrial centers. In these simpler communities every individual understands the various economic activities and social functions, and, in greater or less degree participates in them. The bonds of family and kinship ... operate to relate every person to every social occasion; ... the social code and the desires of the individual are, for all practical purposes, identical. Every member of the group participates in social activities because it is his chief desire to do so.4

However, in the modern national state, interrelationships became less clear; occupations became more specialized and the social order became more complex. Mayo's interpretation of Durkheim's findings with respect to the complex modern industrial community are worthy of note.

... in those parts of France where technical industry has developed rapidly, a dangerous social disunity had appeared that diminished the likelihood of all individual or group collaboration. He says that the difference between a modern and technically developed center and the simple, ordered community is that in the small community the interests of the individual are subordinated, by his own eager desire, to the interests of the group.5

Thus we have the peculiar phenomenon of the complex society providing a release from strict conformance to a patterned life and at the same time producing an interdependence demanding great social sensitivity. As the social complexion changed, individual needs and interests were affected. The

5Ibid., p. 6.
family could no longer provide a complete education for its young. Conditions developed which prevented the son from pursuing in his father's daily footsteps and thus from gaining the knowledges essential for him to assume a corresponding role in society. At the same time the lock-step occupational class system was made vulnerable. The family function required supplementation and, in time, the school evolved. Since its inception many changes have been made to conform to the needs of society.

At one time the teaching of the 4 R's - Reading, Writing, Arithmetic and Religion - was sufficient except for scholars and the learned professionals. The direct participation of children in family and community activities kept the youngsters well informed and well prepared for the responsibilities called for by the society. These myriad experiences needed no supplementation on the part of the school. The functions of the school were clear and simple.

Today our society is the antithesis of the simple social structure. Eighty years ago 70.5 per cent of our nation's people were categorized as rural. The last census reveals a marked change. In 1940, 43.5 per cent of United States population was rural and of this over 47 per cent was rural non-farm. Thus, only 23 per cent of the total population actually lived on farms in 1940. Such tremendous changes do not take place without significant effects on the social structure. In some manner every aspect of life, every institution, was affected. Education did not pass unaffected. Mark Starr makes note of
this in the Inglis lecture of 1946.

... since 1870 America has been changing from agriculture to industry. The rural population has fallen. "In 1850 there was one farm to every 13.7 persons; in 1942 one each to 22." This has brought a tremendous change in the experiences of school children.

In a less mechanized, less urban society, youth had plenty of opportunity to "learn by doing" in the chores which naturally fell to the lot of the child as soon as he could walk. Children tended the babies, chopped the wood, ran errands. ... The modern apartment house has no equivalent for this... constitutes a problem for our modern educators.

Warren Thompson, a population authority, contrasts the way of life on the farm with urban living.

On the farm the family is still the economic and social unit, to a considerable extent. It is true that this is somewhat less the case today than it was a generation ago, but, even so, the farm family has a unity quite lacking in city families. All members of the farm family work at a common task, and each can readily see that his particular work contributes to the welfare of all and that in return he receives from the others things and services which make his life more pleasant.

Being a predominantly urban society, the experiences characteristic of rural life are no longer available to the youngsters. As a matter of fact the advancing technology removed many experiences that had recently been available to eager young observers. Wilber makes cognizance of this fact in a recent text.

... up to a few generations ago every youth


had an opportunity to watch industrial processes at close range, and to participate in industrial activities.

For example, two or three generations ago the average youth was well acquainted with the work of the village blacksmith. He knew from first-hand observation how hot metal was shaped into horseshoes, how a wagon tire was shrunk onto the wheel, and how metals were united by welding. He visited the grist mill. . . . He saw at first hand how the cheese maker changed milk into cheese; how the carpenter built . . . how the stone mason "laid" a wall; and how the shoemaker repaired or made shoes from leather tanned in the local tannery. . . .

With the centralization of industry necessitated by the phenomenon of mass production, many direct learning opportunities have been closed to the youngsters of our times. The open-door, one mechanic garage has been replaced by an ultra modern building. Patrons rarely have opportunity to see work being performed by mechanics who follow a production routine. Youngsters are shooed away - this direct learning experience is no longer available to them. Experiences of a direct type must be provided if the youth are to gain an understanding of the social order. If the school is the agency designed to portray to youth the social order of which he is a part, the responsibility for making available the necessary experiences is clearcut. An understanding of the interrelationships which prevail among the various social phenomena require assistance in interpretation.

**Sociological Bases for Education.** Education should be considered an integral part of a culture. In order to understand the education necessary for our time, one must first

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study our culture. The Educational Policies Commission statement supports this belief. "Public education is anchored in the history of American civilization and at any given moment operates within the accumulated heritage of that civilization."\(^9\)

An understanding of the culture is a necessary requisite for gaining insight regarding the functions of public education and the responsibility of the school. The Educational Policies Commission makes the following remarks which are relevant:

The primary business of education, in effecting the promises of American democracy, is to guard, cherish, advance and make available in the life of coming generations the funded and growing wisdom, knowledge, and aspirations of the race.\(^10\)

Three of the outstanding precepts of our culture which are especially relevant to this study are:

1. belief in the dignity and worth of the individual,
2. faith in the intelligence of the common man to make decisions, and
3. the dignity of work.

The above three precepts were not transplanted in whole from the mother countries but were cultivated in the soil of the new world. Edwards and Richey emphasize this viewpoint.

The establishment of a democratic society was not their [colonists'] purpose in coming to America; they hoped, rather, to secure for themselves a more

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\(^10\)Ibid., pp. 77-78.
favorable position within the framework of the old established order. . . . in America as in England, a superior social class emerged, composed mainly of ministers, magistrates, merchants, and planters. . . . men of position, influence, and wealth were able to dominate the state, make it an instrument of power, and shape public and social policy to serve their own ends. There was little equalitarianism in early America; it required time and the force of circumstance on a new continent to transform an essentially aristocratic society into one with democratic principles.11

There are organic relationships among (a) the plan of government which evolved, (b) the dignity and worth commanded by the individual, and (c) the social virtue of work. The old world synonymity of culture and leisure was out of step in the new world. Every one had to do his share or he would be faced with starvation or great physical discomfort. Work assumed a role of great importance and is even today referred to as being a leveling and democratizing factor.

In referring to the importance placed on work Bode states:

In this new world everyone was supposed to work. . . . We glorified the practical life, not merely because of its material rewards but because it developed such qualities as initiative, self-reliance, resourcefulness, self-respect, and cooperation.12

Struck also makes reference to the importance of work.

Americans hold the conviction that man achieves his fullest self realization and renders his greatest service through socially useful, efficient work . . .

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12 Bode, op. cit., p. 2.
Work is also a powerful democratic force.\textsuperscript{13}

The three concepts of our culture, popular participation in decision making, the importance of the individual and respect for work, assume grave importance for education. If the school is to reflect effectively the cultural traditions, the basic concepts cannot be disregarded. The extent to which our teaching adjusts to our society's culture determines to a large degree whether education will help to transmit a way of life and/or effect an improvement in that way of life. Wiggin parallels these thoughts in this quotation:

If education is that process by which a society consciously becomes itself, then education needs to be re-examined as the foundations of a society's growth and decline. The remnants of educational systems which lie among the charred remains of dead civilizations have rarely been identified by educational historians as the skeletal foundations of those civilizations. Educational ideas, ideals, and proponents have instead appeared in the pages of history as ornaments or outgrowths of their respective societies.\textsuperscript{14}

A dynamic society demands dynamic teaching-learning experiences.

**Technological Bases for Education.** In order to present a more sharply focused picture of American culture an explanation of industry and technology merits consideration.

Even during the colonial period industries of an embryonic type had emerged, despite attempts on the part of Parliament to prevent competitive developments. Some finished


iron products appeared although the more prevalent goods were boots and shoes, clothing and household needs. After the Revolution, Jefferson had ambitions of maintaining an agricultural society in America. But the Napoleonic Wars, the Embargo Act, the Tariff Act of 1816, the yeomanry of the population, the natural resources, the domestic demand for products - these and other man-made and natural circumstances - made for an expanding industrialism. By 1820 a manufacturing pattern had developed and by 1850 the East was a workshop. The food needs of the East were being provided by an agricultural West which was making use of labor saving machinery.

Edwards and Richey present a vivid explanation regarding this.

The Civil War marked the end of a long struggle between the planter South and the risingcapitalistic East to dominate the national state. The surrender of Lee at Appomattox symbolized the triumph of industrial capitalism. The new occupants of the seats of power were not slow in putting into effect measures designed to promote the interests of business enterprise. With unbelievable swiftness America was transformed from a comparatively simple rural society into the most highly advanced industrial nation of the world.

Scientific advancement, utilization of inventive genius, "this worldliness" attitude, a protective tariff, the repeal of the income tax, the Homestead Act, an abundance of European inexpensive labor, new forms of communication, the Fourteenth Amendment and the resulting rise of corporations - all this was instrumental in the rise of industrialism from 1865 to 1900.

During this period of rapid industrial expansion the traditional education precluded the need for field experiences. Actually the need was not great since youngsters could receive first hand experiences on their own. Only 3.8% of the high school population was in school. Those who were not in high school were, presumably, employed.

New technical and scientific developments were constantly on the march. Man's efficiency continued to rise and the need for employing high school youth diminished. Industries became centralized and the opportunity for first hand observations gradually decreased. This rapid technological and industrial development destroyed all of the old social contexts and many new responsibilities were thrust upon the schools. If education is carried on in the matrix of the culture - and ours is an industrial democracy - experiences should be provided whereby the society becomes intelligible to the students. This is possible to the extent that teachers have understandings of social values and social institutions. The field experience approach emphasizes a direct contact type of learning to supplement the ubiquitous approach.

Psychological Bases for Education. No attempt is made in this study to review all psychological bases of learning. Munn's presentation of principles have been selected since they are concise and are relevant to this study.16

Principles of Contiguity. With reference to learning

by way of conditioning Munn makes the following statement:

... in order to be associated, the conditioned stimulus and the unconditioned response must occur close together in time.17

**Principle of Effect.** Thorndike's remarks regarding this law of learning follow:

Of the responses made to a situation, those which satisfy the organism's needs tend to be retained, while those which fail to satisfy these needs tend to be eliminated.18

**Principle of Belonging.** Munn states that "Belonging depends upon attitudes developed through past experience or instructions. . . ."19

**Principle of Intensity.** This principle is sometimes called the law of vividness. Munn explains it as follows:

... we shall observe that one responds most vigorously to, and remembers best, those aspects of a situation which stand out vividly from others. . . .20

**Principle of Primacy.** Munn emphasizes the importance of initial experiences.

Other things being equal, first experiences and first acts in a series tend to be favored. . . . "firsts" are often more vividly recalled than those somewhat more recent. . . .21

**Principle of Recency.** In learning situations first and last experiences are extremely important. Munn states,

17Ibid., p. 133.


19Munn, op. cit., p. 136.

20Ibid., p. 136.

21Ibid., p. 137.
"Recent experiences, other things being equal, are more vivid than earlier ones."\(^{22}\)

In addition to the above principles of learning the following psychological factors are presented in support of field experiences:

1. The individual and his environment are interdependent. The study by Freeman, Newman and Holzinger\(^ {23}\) *Twins: A Study of Heredity and Environment* revealed that identical twins when reared apart, with little individual differences in intellectual and physical traits, showed marked differences in personality traits. These marked differences were attributed to variability in environment.

2. The individual is purposeful and goal seeking and is capable of problem solving. Considerable animal study has given evidence of problem solving behavior in lower mammal forms. Two classical studies in problem solving are reported by E. L. Thorndike\(^ {24}\) and W. Kohler.\(^ {25}\)

3. Generally, learning is more effective when it deals directly with the realities of life than when it deals with abstractions. A balanced program requires both. Tyler's

\(^{22}\)Ibid., p. 136.


\(^{24}\)E. L. Thorndike, *op. cit.*

article "Educability and the Schools" supports this viewpoint.

4. Optimum learning takes place through active rather than through passive participation. Munn states, "Psychological literature contains many examples of failure to learn because the intention to do so was absent."27

Field experiences must be designed to conform to established principles of educational psychology. The principles and factors presented above should serve as guideposts in planning programs.

In many respects field experiences provide a functional means of orienting the learner to his society through the preceding psychological concepts.

Dent's comments seem apropos as a concluding thought.

... But now that the emphasis in education is passing from knowledge to experience, now that teachers are increasingly being expected to be, not fact-grinders nor examination crammers, but creators, leaders and exemplars of model societies in which children may learn the art of living, experience and maturity in the teacher are becoming essential.

... Education, we are always being told, is preparation for life; how can those prepare others for life who have never themselves experienced it save in sheltered form under control and direction?28

The relationship of education to the existing sociological, technological and psychological factors has been con-


27Munn, op. cit., p. 132.

sidered. Each factor serves as a mandate regarding what is to be taught and how it is to be taught. In our complex interrelated society it is no longer possible to achieve the desired learnings solely through formal study. Out-of-school field experiences are becoming ever increasingly necessary.

Field Experiences in Other Areas of Study

The improvement of formal learning through direct experience has many precedents for teacher education. One may turn to many other areas of education as well as levels of education and discover practices which are analogous to field experiences. By way of illustration the medical profession has made use of internship programs and case studies; in the training of nurses, experience is vital; on the elementary school level visits to museums, zoos and libraries are considered desirable and are frequently utilized; on the secondary school level work-experience is gaining greater recognition through the life adjustment movement. Similar uses of field study are made in the study of the natural sciences, sociology, economics, anthropology and psychology. Nor can the adaptation of field work be limited to one area of the nation or even to one country. In many respects foreign countries have made more extensive use of this educational method than has this nation. Several examples of patterns of field experiences adapted for various levels and for specific educational areas follow.

Field Work in Other Countries. In 1943 England founded
the Council for the Promotion of Field Studies\textsuperscript{29} and has established "Field Centres"\textsuperscript{30} in an attempt to promulgate field study.

\textbf{Kabat,\textsuperscript{31} Kandel\textsuperscript{32} and Roger\textsuperscript{33}} explain the practices regarding the requisite for teaching foreign languages in France. In order to obtain a license for teaching modern foreign languages the prospective teacher must spend one school year in a country where the foreign language is the vernacular. To aid the student in fulfilling this requirement an all expense fellowship is awarded by the Minister of National Education.

\textbf{Field Study in Biology.} Dexter's emphatic statement, "Obviously the ultimate study of biology, if it be biology, is in the field,"\textsuperscript{34} presents the case for related field ex-

\begin{itemize}
\item \textsuperscript{33}Georges Emile Roger (Inspector General of Secondary Education for France and Her Colonies). The writer discussed this problem with Dr. Roger in November 1949. Dr. Roger stated, "We expect our teachers of foreign languages to spend at least one year abroad. . . . In this way they not only learn the language but also the customs and culture of the people."
\end{itemize}
perience for this science. Tinkle,\textsuperscript{35} Stevenson\textsuperscript{36} and Schellhammer\textsuperscript{37} have each conducted considerable research in areas of field studies. The study of biology, when excluded from field work, is open to serious question, according to their general consensus.

**Field Study in Economics.** In reviewing the manner in which field work is related to formal study by states, "The study of economics at Sarah Lawrence College, Bronxville, New York, is based largely on field work."\textsuperscript{38}

The author also explains other examples of field work of an observational or participational nature in use at Vassar and Upsala Colleges.

**Work-experience Programs in Colleges.** In writing about the desirability of field work in liberal arts education, Soloman states:

> Liberal education without field work is like bread baking without yeast. They are both indispensable ingredients if the processes are to yield products approaching expectations.\textsuperscript{39}

Soloman is the director of field work at Sarah Lawrence College and describes provisions for work experiences.

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Many students hold part-time jobs, some paid, some volunteer, throughout the school year as a part of their course work. From these jobs they bring into class problems and materials for study and, conversely, are able to work out in concrete social situations, principles learned in class reading and discussion. Responsible attitudes and habits of work result; some situations offer pre-professional training and an opportunity for "trying-out" in occupation. A student interested in social work may work one day a week in a social welfare agency... A student interested in a career in personnel work may serve as an intern in the local office of the United States Employment Service.40

Lynd41 explains the Antioch pioneering movement in the "cooperative" work-study plan.

The work is viewed with importance equal to the academic study. "Almost every student is required to alternate periods of study with periods of job-holding..."42

Pillard supports Lynd's remarks in his description of the Antioch work-experience program.

Under the Antioch cooperative program, students spend twenty weeks of the college year in a study program on the campus and from twenty to twenty-five weeks in a work program, usually off the campus. This is true for all upper classmen and for about 20 per cent of the freshmen. The other 80 per cent of the freshman class are on the campus in a study program for forty weeks, but for part of this time they have a work program on the campus.43

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40 Ibid., p. 88.
42 Ibid., p. 13.
In 1942 Keuka College introduced a required mid-winter field work period and an optional summer period. This is not intended to be prevocational as at Antioch, nor training in gathering scientific facts as at Bennington. Its purpose is: "... wider educational aim of 'furthering the development of each student as she gradually discovers her own interests and clarifies her own experiences toward finding her rightful place in adult society.'"\(^{44}\)

Belden\(^{45}\) also explains the Keuka College arrangement whereby business majors are provided with a six-week work period in the winter and a summer ten-week work period.

Field Experiences in Religion. Woodward\(^{46}\) director of field work at the Yale University Divinity School states that field work resulted from the financial needs of students, their desire to do work paralleling their education and the need of churches for assistance. At the outset students placed themselves; today many institutions have field offices and organized programs to attain definite objectives.

Field Experiences in Junior Colleges. Bottrell\(^{47}\) and Olson\(^{48}\) explain the out-of-school experiences at two separate

\(^{44}\)Lynd, op. cit., p. 15.


institutions. In both instances the institutions strive to furnish services, in the form of students, to the community.

The preceding section explains the adaptation of field experiences to studies other than teacher education. The following section will consider field experiences at the elementary and secondary school levels and their implications for teacher education.

The application of field experiences to teacher education may be attributed to three closely allied influences. The first is the refinement of thought regarding the functions and purposes of public education in terms of our culture. The second factor, closely related to the first and in keeping with current psychological thought, is the placement of emphasis upon the individual rather than upon the subject. The third factor, which cannot be divorced from the first two, is the influence of successful experience programs at lower levels. The section that follows will deal with literature concerning field experiences at various maturity levels.

**Elementary School and Field Experiences.** It seems a truism that the elementary schools have pointed the way for field experiences. It is not an uncommon sight to observe a primary grade teacher escorting a group of youngsters on a tour through the open fields or woods, to the local library or to the zoo. School work is made more meaningful through direct experiences with the wonders of nature or with man-made institutions.

In an attempt to arrive at types of experiences based on
children's desires the Association for Childhood Education states:

The kindergarten child desires to know about himself and his environment; he likes to play and work with others. Knowledge, habits, skills, attitudes and appreciations result from a well planned program of learning experiences.\(^49\)

In formulating an experience program the teacher may well consider the following questions posed by the Association for Childhood Education:

Are there experiences which give the children the necessary social understandings? Are there opportunities to develop social attitudes, habits, and appreciations which are conducive to harmonious living in a democracy? Are opportunities provided for contacts with people, for working with a group, and for developing social responsibility for group planning and action? Are children allowed opportunities for first hand contacts with real life experiences in the community through trips? Is adequate preparation made so they will see something they will understand or settle some point under discussion? Are the trips followed up with group discussion so that there is an extension of knowledge?\(^50\)

Karlin's comments regarding early experiences are significant.

... It is certainly not too early to begin in the lower grades to interest students in the life of their community, and to arouse a desire in them to make of it a better place in which to live.\(^51\)

The text, Field Manual for Teachers, was written to serve as a guide for students at the Chicago Teachers College.

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\(^50\) Ibid.

Chapter III devotes several pages to field studies on the elementary school level in metropolitan Chicago. Several excerpts are cited:

Field studies are widely used by schools in metropolitan Chicago. In some instances they have been made an integral part of the work. A first-grade teacher, observing . . . and hearing . . . motor-like noises, discovered . . . children spontaneously turning fruit crates into airplanes. She guided and encouraged this interest . . . . The children then wanted more direct experiences . . . the group visited the municipal airport . . . thrill of watching planes land and take off, seeing the windsock . . . going through a plane . . . For weeks they talked about what they had heard and seen . . . .

A sixth grade teacher whose children had an interest in working with clay showed them a movie. . . . The children wanted to watch real skilled artisans at work. The resulting trip to the Haeger Pottery in Dundee was a most satisfying experience. . . .

. . . . Many Chicago elementary schools take groups of children on walking tours of the nearby vicinity, to a local business establishment or fire station. . . . watching work on sewers, laying of telephones cables . . . converse with grocers, druggists, and laundrymen. . . .

The Winnetka schools are doing outstanding work. . . . Field studies are made a regular part of their science and social science curriculum. Two large busses are in continuous operation. . . . 52

The above excerpts are explanations of typical experiences that are available in many elementary schools. School and Community 53 and School and Community Programs 54 two

52 Ibid., pp. 27-28.


texts by Edward Olsen, are replete with illustrations and guides and these texts merit the consideration of persons interested in this area of study.

The School and Community Programs, as its full title implies, is in reality a casebook of successful practice from kindergarten through college and adult education. In this text Olsen lists an extensive suggested professional library containing selected books and manuals dealing with all levels of school and community programs.

The above excerpts reveal many patterns of out-of-school experiences at the elementary level. If the axiom, "Teachers teach as they were taught," is true, the responsibility for field experiences at the teacher preparation level is obvious.

Secondary School and Field Experiences. Except in communities where teachers and administrators are dedicated to a continuous program of field experiences it may be safe to generalize that out-of-school learnings are utilized to a lesser degree as levels of learning advance. There may be some justification for less attention to field experiences at the secondary level than at the elementary level. The limitations of the secondary school curriculum, the increased emphasis on skills and knowledges and the increased numbers of students for shorter periods of instruction are factors affecting field experiences at levels above the elementary grades. The following quotation indicates another reason why field experiences are less prevalent in the secondary

55 Ibid., pp. 500-504.
The boys and girls graduating from the average American high school have been carefully kept apart from the management of immediate environmental happenings -- not by design of the high-school teaching staff -- but by the almost universal barrier of adult attitude towards the sacredness of the classroom. "New ideas," say certain teachers of social science, "are still mistrusted by many influential citizens who have prospered under status quo, and wish their youth to be taught to maintain things as they are."

Harap in *The Changing Curriculum* clearly establishes the needs for learnings beyond the classroom. The following quotation is pertinent:

> A conviction that pupil self-activity should be substituted for verbalism wherever and whenever possible logically leads to a repudiation of the belief that students can "learn life vicariously within the classroom. It is, therefore, consistent with the view that the four walls of the school must be "stretched" to include numerous and varied experiences in or with factories, farms, slums, picket lines, libraries, community planning groups, welfare agencies, recreation centers, shops, newspapers, stores, pressure groups, legislative bodies, etc. In other words, this point of view postulates that in order to know life the pupil must experience it.

The following excerpts illustrate experiences which take the pupil beyond the four walls of the classroom.

> ... when I taught civics and government in the Ann Arbor high school, I tried to put some flesh on the dry bones of government; and we (my students and I) attended political rallies, interviewed candidates, visited city councils and state legislatures -- yes, even organized an Andrew Jackson Club which later became the Young Democrats of Ann Arbor. ... the world of politics had taken...
on reality, the word had become flesh. Government and politics became meaningful because my boys and girls were able to see the relation between their activities and the political processes. . . .

Epler presents several examples of out-of-school learnings which are noteworthy.

Examples of teachers and schools that are cooperating closely with the community are not confined to one area. A larger consolidated school in the South . . . has similarly supplied the leadership which has remade the environment. The teachers and students carried on a soil conservation program. . . . The school publishes the only community newspaper and has helped the farmers to establish a cooperative mill. The high school chemistry class makes such products as tooth powder and face powder which are distributed through the students' own cooperative store. Nearly all of the curriculum is based on the needs of the community and its individual members. . . .

Karlin in his Field Manual for Teachers lists some of the activities available to youth enrolled in several of the Chicago high schools.

At a more advanced level, older students (of high school age) can make effective use of the simpler forms of community research. . . . local community surveys, life histories of individuals and communities, and the study of groups and institutions may serve as a basis for more realistic thinking about the needs and problems of one's local area of life, and to provide data for group action and community planning.

Fitchburg, Massachusetts was one of the pioneers in

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60 Karlin, op. cit., p. 7.
establıshıng a cooperative industrial course on the secondary level in 1908, according to a statement from Tischendorf's study.

In 1937-38 the Lincoln School, Teachers College, Columbia University, placed greater emphasis on out-of-school experiences by initiating several types of field study programs. Baker describes several of these.

In November, 50 ninth-grade pupils were taken into rural New England to live eight days in the homes of farmers, to study a simple and less mechanized social order. . . . After weeks of reading and discussing the problem . . . 50 high-school seniors took a twelve day tour through the Tennessee Valley Authority and other governmental and private planning projects in the South. Fifteen members of the eleventh grade were chosen to go to Pennsylvania and West Virginia in search of first-hand information on the coal and steel industries which play such a basic part in modern industrial organization. . . .

The philosophy underlying the field study program is explained by Baker.

... textbook study of complex economic and social problems was not achieving adequate changes in the quality of responses of the young people to world affairs. It seemed . . . the only way in which students might come to the satisfactory understanding of the Industrial Revolution . . . would be to make a complete analysis of one or two basic American industries, supplementing that study with field observation and conferences with individuals able to present and interpret technological, scientific and statistical data and to represent the

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61 E. W. Tischendorf. Developing the Suburban Industrial Arts and Vocational Industrial Education Program with Special Reference to Developing Industrial Arts and Vocational Industrial Education in a 920 Pupil Junior-Senior High School (unpublished master's thesis). The Ohio State University, 1931. p. 77.

conflicting interests of workers, owners, brokers, retailers, social workers and consuming public.®

The fifteen students participating in the coal and industry study spent two and a half weeks in preparatory orientation. Considerable emphasis was placed upon the study of the industrial revolution. Nine days were devoted to the field study. This was followed by five weeks of study planned to clarify meanings and problems resulting from the trip.

This field study program has considerable significance in that a carefully planned evaluation was made to determine the effect of the experience upon the participating students. Raths® summary of the evaluation is presented in the final pages of this chapter.

The preceding illustrations have been presented to provide a background for the section which follows: Field Experience Patterns at the Teacher Education Level.

Field Experiences at the Teacher Preparation Level

To have teachers adequately equipped to act responsibly, teacher education institutions need to consider the society and the functions of education as well as the laws of learning. If field experiences are essential at the elementary and secondary levels, future teachers should have experiences and develop methods which will prepare them to meet the needs of a given area or level of teaching.

®®Ibid., p. 177.

Although the early normal school movement placed considerable emphasis upon student teaching, other broad areas of field experiences did not merit serious consideration until recent years. Field experiences were unnecessary in that simpler society. However, as was pointed out earlier in this chapter, our society is now extremely complex — the need for related field experiences definitely exists.

Cook's remarks regarding field experiences at the teacher education level provide a general summary of present practices. Cook states:

"Fairly close contacts over the past three years with some twenty teacher-training institutions lead me to the conclusion that the general situation today in respect to field experience is one of neglect, confusion, and un-coordinated effort. In some colleges one can find no planned field-use practices, in others the faculty is sharply divided on the issue, while in a few places field work has been regarded as vital to the total educative process."  

Cook offers the following reasons for the limited use of field experiences programs:

"The incidental use of field study in teacher education is a heritage of the past. As knowledge accumulated we wrote it out in books and set learners to reading "about" what had been found out. With time, we built the four walls ever higher to shut out distracting life influences and perfected a scheme of teacher-imposed controls to get the reading done. That one can learn under this system, I have no doubt, but that it is the best way of learning about human nature and group living I would question." 

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In the following pages the writer will present some of the field experience programs that have been selected through the review of literature. Field experiences will be categorized in relation to particular areas of study on the teacher education level.

Field Experiences Related to Study of Geography. In 1926 the Illinois State Normal University organized a two-week summer tour in conjunction with the study of geography. The 1926 experiment proved successful and more extensive tours have been conducted each summer ever since.

The tours have been labeled the "Redbird Tours" and have been through the western United States, through the eastern United States and several have touched Mexico, the Pacific and Canada. The length of the tours range from thirty to forty-nine days, and some have covered more than 8,000 miles.

The following excerpts may serve as an explanation of the purposes, organization and procedures followed in connection with the tours.

The objective . . . has been to take college students in geography into the field so that they may become acquainted at first hand with the multiplex phenomena that make up modern geography. . . .

It is the aim to make geography concrete and to lay the basis for classroom study and interpretation. . . .

The Redbird Tours are organized among regular college students. As a prerequisite . . . one year of college work or several years of teaching experience, and have had basic courses in geography. At present, the tours are organized and run contemporaneously with the summer session, which is eight weeks in length. Preliminary study in the classroom before the tour and analysis and synthesis after it correlate the field and classwork.
From their inception these tours have carried camp equipment. Meals are provided by a commissary, or kitchen on wheels. A professional cook prepares the meals. ... The camp helpers take down the camp in the morning, travel directly to the next camp site, and put up the camp before the tour arrives late in the afternoon.

There is a tent for every four students. ... Regular college instructors and experienced chaperons have charge of the instruction and social life. ... 

... Travel and study are continuous. ... Frequent stops are made to observe and study. ... 

... Formal classes are held in camp in the evenings. ... After the tour returns to the campus, several days of study, reports and reviews bind the summer study. ... 

The student receives for this study the same amount of credit as if he had remained on the campus all summer.67

Field Experiences Related to Social Area. Romada explains a field trip conducted by the Colorado State College of Education, Greeley, Colorado which dealt with social problems in the great plains and the mountain areas of Colorado. Several excerpts follow:

The students studied in five communities and areas. ... Walden ... was studied for the light it might shed on the problems of the cattle industry. Johnstown, Colorado ... problems connected with the beet sugar industry, irrigation, and Spanish-American labor. Erie, Colorado, being the center of the lignite coal industry ... Cripple Creek and Victor, Colorado ... ever famed in the saga of gold, and now gaining renewed prominence as the result of the increased price of gold. ... Finally, Boca County and particularly Springfield ... overflowing with problems rising from the dust bowl. ... 

The course took six weeks, more than four of

which were spent completely away from the campus. Students traveled in two rented sedans, covering approximately 3,000 miles.

In visits to these five communities, students encountered scores of social problems of varying magnitude and importance.

During the six weeks, subject matter was gained from approximately one hundred speakers, most of whom were natives of the locality; from book, periodicals, government bulletins, local newspapers; through visitations, trips, lifelike experiences and through informal association with the local citizenry.

Every community had youth problems and ample time was spent in getting acquainted with them through local leaders and observation. The teachers on the trip were thus able to get new ideas and have some old convictions about youth refurbished.

Karlin and Steiner in reviewing the Chicago Teachers College program stated it was designed to help prospective teachers understand social conditions. A resume of Karlin and Steiner's article follows:

Chicago Teachers College . . . faculty recognized that if the prospective teachers were to understand the social conditions which affect the problems of the classroom, they must be given time for direct contacts. Thus provisions were made to allow large groups of students a full day of the school week for field studies. These have been carried on in connection with an introductory social science course in "Community Background of Education." 68

Heaton and Koopman, in describing the Central State Teachers College adaptation of community surveys by freshman groups, stated:


Surveys, excursions, and other activities which involve the research process have been used to give the students first hand contact with reality and to give experience with the scientific approach to problem solving. . . . 70

Surveys were made of the Mount Pleasant community and excursions were made to Detroit.

Mosher and Price explain a procedure for equipping social studies teachers for community study. The writers state:

... One of the most interesting and promising suggestions for vitalizing citizenship training is the systematic use of the community as a laboratory experience.

It has been argued that there is as much need for teachers of the social studies to supplement their textbooks with laboratory techniques as for the teachers of the natural sciences who now take the laboratory for granted. . . .

... Although many a teacher is convinced of the soundness of the arguments for community study, he finds himself handicapped because of the lack of experience and background in the use of the community for laboratory purposes. 71

The writers also describe a six weeks summer course which was set up at Syracuse University to keep experienced teachers of social studies to be competent interpreters of community institutions. Mosher and Price stated that "field excursions furnished a wide sampling of community life. . . ." 72

Blackwell explains the procedures of a sociological


72 Ibid., p. 66.
field course which included thirteen students in the summer of 1939. The course was titled *Southern Conditions*; selected fields of interest were studied in the following manner:

For the most part the course was confined to give fields of interest; agriculture, labor, health, education and race relations. . . . Each student selected a topic or a problem on which he would concentrate. . . . Students were asked to keep notebooks which would contain data deemed worth recording.

. . . . . . . . . . . . . . . . . . . .

Travel to South Carolina afforded opportunity to see something of the old South . . . to observe types of agriculture, housing conditions, the distribution of industry. . . .73

In explaining a field study conducted by the State Teachers College at Florence, Alabama, Webb explains:

Two sophomore classes . . . self assigned committees with an appointed chairman worked on one of three topics which appeared to be reasonable approaches to a study of social and economic needs of the Tennessee Valley of North Alabama from which we draw most of our college students.74

*Field Experiences Related to School Area.* Daniel and Helsabeck explain the September experience provided at the Radford State Teachers College. This September program is similar to the Ohio State University program which is reviewed in Chapter V. Excerpts explaining the Radford program follow:

A program of September participation in the public schools was . . . planned during the spring of 1940 at Radford. . . . It was suggested that students participate in schools near their homes or at some other convenient place. Members of

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The junior class were selected as those most ready to profit by such a plan and most able to give help to the schools. This group assembled early in the spring quarter to discuss plans for this participation. Each interested student filed a written request to participate in a designated school. A faculty committee... wrote to the superintendents of the counties and cities represented in the group, explaining the program and soliciting their reaction to the proposed plan of cooperative service. Superintendents were quite interested in the proposed plan and expressed their willingness to cooperate... plans were made for conferences with the superintendent or principal, or both, prior to the opening of the public school in September.

The student group met several times during the spring quarter... tried to learn more about the school and community in which they were to participate. All agreed that they should keep a record of their activities and reactions... a goodly number spent from three days to two weeks observing and participating in one or more teachers' rooms. In many cases the students were able to be of service to the principal, and in several instances, due to local needs, they were asked to carry on the entire teaching responsibilities of one teacher over a period of from two days to two weeks...

The students exhibited much interest and enthusiasm over their recent experiences... and were able to utilize and enrich several of their professional courses...75

In addition to data included in Chapter IV of the present study Anderson and Richey have written articles76, 77

in reference to the Ohio State University September program. Richey\(^78\) has also contributed a pertinent article.

Watson and others explain the intern idea as an adjunct to student teaching. Their remarks are timely.

The type of internship which the best and most advanced students need calls for much more than "practice teaching." They need to participate in relating education to the needs and institutions of a living, changing community. They might well have experience with a new kind of survey, combining the best features of sociological survey and educational survey. The next step would be to work over the results of such a survey in seminars at the college and with local groups.\(^79\)

Flower's remarks support Watson.

Provision is made for laboratory experiences following student teaching: (a) to permit students to do more intensive work in areas of special interest or competence, (b) to make it possible to strengthen shortage areas, (c) to help students gain a new overview of the larger school situation and to study the inter-relationships of its various parts. The nature and extent of laboratory experiences at this point will vary greatly in terms of the needs of the individual student. . . .

The internship, as a part of a fifth year of professional study, is recognized as providing certain experiences that have unique values for the preparation of teachers.\(^80\)

Stiles' remarks indicate that experiences beyond observation and student teaching are necessary.


Provisions for internship teaching were reported by only 22 per cent of the universities cooperating in this study, although several universities are planning to create or re-establish post-war programs of internship teaching.  

Field Experiences Related to Area of Work. Watson, Cottrell and Lloyd question the narrowness of the typical program of teacher preparation. They believe that work experience is essential.

There appears to be considerable agreement . . . for teachers who have had experience at something else besides going to school and teaching in schools. One progressive teachers college reports that its best students are not those who have drifted casually into education. It describes its typical outstanding students as the graduate of a liberal arts college who had done other work, perhaps in a department store, and has gradually come to the conviction that teaching would be the most interesting work in the world. . . . New College, Columbia University, requires some experience in working in industry and some experience under fairly primitive rural conditions, as part of undergraduate preparation.

. . . Students looking beyond college or normal school toward graduate work may be urged to go out and get a job (or stand in various lines for one) before going on with further study. Certain of our placement agencies might well expand their functions to include getting full-time jobs in factories, stores, offices, on farms, etc. for students interested in acquiring a broader acquaintance with life than the classroom can ordinarily give. There are numbers of students . . . who would find that six months or a year on some work-a-day job would do more to rid them of academic bias than anything that can be done for them in the teachers college. . . . The results of the work experience should be reported back and, so far as possible, made to contribute to the work in college courses.  

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82 Watson, op. cit., pp. 55-57.
Phelps, in explaining one aspect of the Santa Barbara State College program states:

For several years the local Recreation Commission has employed from 20 to 30 students each year on a part-time basis for active duty ... paying them for their services. ... activities have been closely correlated with appropriate courses in the college and have provided excellent laboratory experience. Practically the same conditions have obtained in the various forms of scouting.83

Athens College84 and Berea College have placed great emphasis on work experience. They have owned and operated their own industries to provide the desired experiences for their students.

Marble's remarks appear timely regarding work experience. He states:

The work-study program may be of two general types. The first is the so-called "co-op" plan in which the student alternates periods of study on the college campus with periods of employment, generally off the college campus. . . .

The second type of work-study arrangement is that in which students are expected to serve in various college industries or in off-campus employment concurrent with their own campus study program. Berea is a good example of the successful development of this plan. . . .85

Field Experiences Related to Home Economics. The following excerpts provide an indication of some of the types


of field experiences that are available to students preparing to teach Home Economics.

... Students at the University of Arizona "go to a wholesale meat plant and actually see the difference in appearance in grades of the various cuts of beef." At the University of Vermont students in food classes "visit the wholesale meat and vegetable and fruit supply houses, a cereal manufacturing company, and other food manufacturing concerns."

... Students of textiles and clothing at the New York State College of Home Economics visit a nearby underwear factory. ...

At Oregon State College "Students in a course in Consumer Buying of Textiles found field trips to local department stores excellent for pointing up and helping in two very real problems faced by members of the class. . . .

Students of household equipment at New York State College of Home Economics are taken to local appliance stores and departments to see the variety of goods in the market and to discuss with businessmen the experiences of selling and of dealing with homemakers.86

Field Experiences Related to Industrial Arts. Although the experiences that are presented herein could be incorporated in one of the other areas -- school, community or work experience -- they have been isolated in view of their pertinency to this study. Each deals specifically with Industrial Arts.

Nihart in his 1946 article emphasizes the need for a greater use of field trips. He states:

Student field trips. It has become the custom in some colleges to arrange all day visits for seniors to industrial arts classes in the secondary schools of nearby cities and to industrial plants

where production methods are observed and studied. Both types of field trips are intensely valuable and stimulating. This probably should become regular requirements of teacher-training programs.87

In supporting his thesis regarding a five year curriculum, Kovach feels that added weight could be placed on extracurricular activities.

A functional educational program should not train for mere skills in the processes of education but must have a real insight into the social and economic order.

An educator needs to be broadly trained because he directs the general education of students, and his own level of thought and education should be beyond the level of those whom he is required to teach. . . . A five year integrated plan for industrial education should require wide participation in the extracurricular activities. . . .88

Jackson89 stresses that the need for work experience should not be neglected in the education of Industrial Arts teachers. He refers to the Chrysler Cooperative program which enables prospective teachers to gain industrial work experience. Jackson also makes reference to the five year program at Wayne University which provides for periods of work and study.

The present study explains the Chrysler cooperative program and Wayne's five year work-study arrangement in Chapter V. To avoid repetition further elaboration will


not be made regarding this article.

Cox supports Jackson's stand and also makes a plea for greater emphasis on work experience. He, too, makes reference to the Chrysler cooperative plan which enables teachers and prospective teachers to gain industrial experiences.

Maley, in an extensive questionnaire directed toward student teaching practices in thirteen selected institutions preparing Industrial Arts teachers, summarizes some pre-student-teaching experiences. Some of the experiences which precede student teaching and have relationship to field experiences are listed. Seventy percent of the responding institutions rated these experiences as being of high or very high value. The figures in the parentheses indicate the percentage of the thirteen institutions practicing the item. The following experiences are quoted from Maley's study:

The student is given guided experiences in observing boys and girls at work and play. (55 per cent of the responding institutions practiced item)

There is a laboratory experience in directed observation prior to the student teaching experience. . . . (55 per cent of responding institutions practiced item)

The student has an opportunity to observe boys and girls in a variety of school situations. . . . (62 per cent of responding institutions practiced item)

The student has an opportunity to observe the administration of tests and participating and in-

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interpreting results. . . . (54 per cent of responding institutions practiced item)

The pre-student-teaching observation experiences call for active participation on the part of the student. . . . (31 per cent of responding institutions practiced item)91

It is noteworthy to point out that no institution indicated practicing the item "The student is required to make a community study," or "The student participates in some voluntary activity." Neither of these items reached the 70% level of importance in the eyes of these thirteen institutions.

Maley's questionnaire summary in reference to having the student teacher obtain knowledge and understanding of the community in which student teaching is done places the following item on the 70% level:

The student becomes acquainted with the organization and structural pattern of the local school administration. . . . (58 per cent of responding institutions practiced item)92

However, the following items did not attain the 70 per cent level of importance, nor were they indicated as being practiced by any of the selected thirteen institutions:

The student reviews surveys of the community. . . .

The student reviews surveys and analyses of the occupations. . . .

The student reviews surveys and analyses of local and neighboring industries. . . .


92 Ibid., p. 98.
The student reviews reports on the cultural and educational institutions in the community.

The student reviews the recreational and avocational facilities of the community.

The student reviews the history, background, and tradition of the community.

The student studies the community in view of potential teaching materials and facilities.

The student becomes acquainted with the employment and placement agencies in the community.

Little agreement among the thirteen selected institutions seems to prevail regarding the item "obtaining knowledge and understanding of the community in which the student teaching is done." This conclusion seems to apply generally to other areas of potential field experiences applicable to the preparation of field experiences. One of Maley's jurors takes exception to the respondents' reactions regarding community understanding. He states:

... The whole area of community understanding seems to be rather unimportant to the people who have reacted to your form. In my judgment it is one of the important areas in teacher education.

Another juror reacts to the lack of experiences prior to student teaching. He states:

In my opinion the section on experiences to precede student teaching tends to reflect a status quo situation and some of the items receiving attention might be more indicative of "good" programs. This situation is perhaps revealing of needed research and experimentation. ... Certainly good teaching is based upon a knowledge of young people in the community or social setting. I am disappointed

93 Ibid., p. 98.
94 Ibid., p. 139.
in that the items on Understanding do not rank higher. . . . This same criticism applies . . . to Pupil Study and Development. . . .95

The remarks of the third juror are likewise significant.

. . . It is, in fact, difficult to see how teachers of Industrial Arts can escape being concerned with the broader economic and social problems present in most communities. How experiences pictured here would develop such an awareness and equip the students sensitive to play of social and economic forces in our society is not clear. It is one thing to turn out skilled teachers of Industrial Arts; it is another to develop teachers who can be intelligent students of the industrial scene in which boys and possibly girls are soon to be making a living. . . .96

In summary, the review of literature supports the contention that the Industrial teacher education programs show a great concern for the development of skills, wise selection and construction of projects in addition to shop organization and management procedures employed in the teaching of Industrial Arts. Study of these areas is desirable and should not be neglected. However, the education of prospective teachers of Industrial Arts can hardly be realistic and balanced without considerable attention to the socio-economic forces at work, without directed experiences in industry, and without due consideration to the study of youngsters or laws of learning. If Industrial Arts is to reflect the industrial social order to the youth of America, greater emphasis should be placed on direct field experiences at the teacher preparation level.

95Ibid., pp. 141-142.
96Ibid., p. 149.
CHAPTER III

IMPORTANT RELATED STUDIES

This section reviews six studies which have direct relationship to this research. The first four studies deal with the scope and explanation of prevailing field experiences. The last two are relevant inasmuch as they explain evaluations of field courses in terms of behavior changes resulting from the experiences.

National Survey of Teacher Education in Community Study Techniques

In 1942 Olsen undertook his study for these purposes:

(1) to discover to what extent presumably superior teacher education institutions are systematically preparing prospective American teachers for effective leadership in the field of community-centered education, and (2) to learn whether there are geographic differences in institutional concern for teacher education in community study procedures.¹

In his initial procedure Olsen sent a postal card questionnaire to the administrative heads of 436 institutions listed in the 1940 edition of American Universities and Colleges. He received 273 (63 per cent) replies and, of the respondents, 161 (60 per cent) indicated in the affirmative. Olsen received returns from the District of Columbia and from all of the states with the exception of Louisiana.

The card questionnaire was followed by a second and more extensive questionnaire. This was mailed to each of the 161 institutions that marked the card questionnaire "yes," which meant they had something in the nature of community study. The second questionnaire "sought primarily to discover types of systematic instruction offered, and secondarily to elicit the respondent's appraisal of his institution's program in terms of felt handicaps and helps desired."²

The author received significant replies from 76 (47 per cent) of the institutions to which the questionnaire had been sent.

The following excerpts of Olsen's findings are presented:

1. Community-centered educational training is available in some form in a large minority of institutions. More or less systematic programs of instruction in community study techniques are known to exist in at least 161 (37 per cent) of the 436 . . . originally polled.

2. These programs are of three chief kinds: (a) special courses which emphasize community study methods and techniques, community structure and organization, or community relationships of the school; (b) aspects of conventional courses whereby community study is given limited attention in General Methods, Educational Sociology, Rural Education, etc.; and (c) informal and extracurricular experiences such as those involved in scrap collection, gasoline rationing, service in social settlements, leadership of group youths, and the like. Special courses were reported from 56 institutions, that is, from 35 per cent of all the institutions known to be offering instruction in community study procedures. The community emphasis as an aspect of other courses was reported from 57 (35 per cent) of the responding institutions, while informal community experiences were reported from 36 institutions (22 per cent).³

²Ibid., p. 425.
³Ibid., pp. 426-427.
Olsen categorizes Russel Sage College, George Peabody College for Teachers, George Washington University, University of Chicago and the University of Oregon as institutions having courses in community study methods.

In regard to the category of schools providing typical courses in community organization, the author includes the following: Teachers College of Columbia University, New York University, Furman University, Central Michigan College of Education, Chicago Teachers College, Northern Illinois State Teachers College, Northwestern University, Mills College and the University of Wyoming.

The following institutions are included as those providing for typical courses in community-school relations: Appalachian State Teachers College, George Peabody College for Teachers, Mary Washington College, North Texas State Teachers College, University of Tennessee, Northwestern University, University of Wisconsin and the University of Minnesota.

The Universities of Arkansas and North Carolina are institutions having community education workshops.

Although Olsen's study was primarily concerned with community-centered education and although many of the categories with which he was concerned did not involve direct field experiences, the study merits review on the part of all students interested in this broad area of research.

American Council on Teacher Education and Field Experiences

In the fall of 1941 the Commission on Teacher Education
approved a proposal for gathering and analyzing information relative to programs and courses which tend to increase community understanding and sensitivity on the part of the prospective teacher. Gordon W. Blackwell, a research associate in the Institute for Research in Social Science at the University of North Carolina, was employed to do the field work and prepare a report. A total of sixteen institutions\(^4\) were selected and in the winter of 1942 the visits were made.

The colleges and universities visited by Blackwell are included in the Appendix of his report, *Toward Community Understanding*.\(^5\)

Blackwell states that the meaning and scope of community understanding can rarely be fully comprehended through perusal of catalogs and course descriptions of a specific institution. Great differences occur among institutions as well as within the courses of a given institution over a period of time.

Early in the research the author sets forth three major aspects distinguishing the combined programs studied in terms of advancing community understanding. These major aspects follow:

\(^4\)By way of comparison it is interesting to point out that the present study involved two schools included in the 1942 research. The Ohio State and Wayne Universities are the two institutions duplicated. In studying the latter school Blackwell makes no reference to Wayne's cooperative program with industries. This program was non-existent at the time of his study.

In the first place, the object is to give students a body of facts about a local community and the characteristic behavior of its residents. This factual material is often included in the subject matter of sociology and may be studied from a relatively detached point of view. . . . Cross-sectional knowledge of the community's physical structure, the composition and special traits of its population, and the nature of its major institutions. The incidence of poverty, crime, disease . . . vital statistics . . . how the inhabitants earn their living, educate their young people, spend their leisure time, look after their health, and satisfy their spiritual and recreational needs. . . . Some description of the local mores and folkways, the significance of caste and class or similar factors in determining both attitudes and acceptable behavior, and of the role played by vested interests, public opinion, and propaganda. Finally . . . some insight . . . into its social dynamics . . . that keep the wheels of local life going round.

The second main aspect of community understanding, as the term is widely used, has to do with the particular group techniques and methods that are essential to modern living on a democratic basis. . . . While it is still possible to remain fairly aloof intellectually during the learning process at this stage, it is not as easy to do as when acquiring the factual background. . . .

The third and last aspect of this program emphasis is both the crowning goal and higher synthesis of everything that has been mentioned so far. It has to do with educating student attitudes and developing in them some sense of responsibility for sharing in community life and working on local problems. In other words, it involves the application of both the body of facts and the group techniques in the exercise of active citizenship. At this stage it is clearly impossible to remain calmly outside of the situation. . . . Participation in local efforts at community improvement such as consumer cooperatives, community councils, civic groups, adult-education projects, and the like. . . .

In essence Blackwell points out that community understanding is needful in the preparation of students for active, intelligent participation as citizens, and is dependent.

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6Ibid., pp. 3-4.
upon thorough understanding of democracy as a way of life. 
The need for teacher understanding of the community is made

clear in terms of the function of public education. Blackwell

points out:

If the curriculum is to help youngsters make
the most of themselves as they grow up and prepare
for adult citizenship, the teacher must be able
to adjust it continuously to the demands and po­
tentialities of the surrounding culture. 7

In Chapter II Blackwell emphasizes the point of view

that social sensitivity can be most effectively achieved in
courses which, through definitely arranged patterns, exert
a conscious effort toward this end. Chicago Teachers Col­
lege, Milwaukee State Teachers College and Ohio State Univer­
sity offer three illustrations of courses of this nature.

The course in community studies at the Chicago Teachers
College combines standard classroom methods with lectures

by experts from outside the college. In addition, four
hours per week are devoted to field trip observation, and
lastly each student spends two to three hours per week lead­
ing groups of youngsters in responsible social agencies.
Blackwell states that the main purpose of this experience
is thus:

. . . to acquaint students with Chicago,
its ecological pattern, its major institutions,
and its social problems. The various courses and
methods used all point in this direction. The
fact that so much of the program is compressed
into the basic freshman course . . . means that
the pattern into which subsequent experiences
are to fit is carefully laid down. The inter­

7Ibid., p. 7.
relatedness of classwork, reading, field trips, and direct experience is established at once. . . .

At the Milwaukee State Teachers College one of the freshman area courses is directed toward work in community understanding. Lectures and discussions are related to four field excursions. The latter emphasize "such matters as housing conditions and public housing developments, social agencies and their work, cooperative enterprise and selected industries."  

Blackwell feels that the degree of student participation in planning the program is a factor of considerable importance. Through conversation with students the researcher summarized that "not only considerable skill in group methods but also individual initiative, sense of responsibility, and an important respect for the democratic way of doing things" are major resultants of the program.

At the Ohio State University freshman students in the College of Education begin their college careers with an introductory survey education course. Field trips and an inventory of community resources prepare the foundation for the September experience program and field service projects. The latter are described at length in Chapter V of the present study.

In Chapter III, Blackwell describes the types of off-campus experiences. In brief these are field trips, extended

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8Ibid., p. 15.
9Ibid., p. 18.
10Ibid., p. 16.
field trips in conjunction with the Open Road organization, neighborhood surveys, field studies of a community, community surveys and volunteer work in social agencies. The author believes it is essential that each type of field experience be integrated with classroom study, discussions and associated reading.

Each of the above experiences are illustrated with timely references to particular institutions studied.

Chapter IV deals with social action, or an improvement in conditions in a community as a result of the field experiences. Several examples are included in the report which concern communities in Michigan, Alabama, North Dakota, Mississippi and Louisiana. Each of the references describes the manner in which serving the needs of the surrounding locality can lead to an improvement in its conditions.

The problems and difficulties encountered are discussed. Through a review of the data one may become familiar with the methods used in breaking down the barriers separating town and gown.

Some unusual emphases, the topic of Chapter V, expand further on the cultivation of social sensitivity and insight. College and faculty awareness to this problem, degree of student participation in planning, and the application of the arts and other teaching materials are important factors in an institution's possible contribution to greater community understanding and improvement.

In Chapter VI the author recognizes the need for community cooperation and the utilization of wide resources
before effective changes can be made.

Chapter VII expands further on the significance of relationships. Relations within the college as well as relations with the public are considered. The chapter concludes the study with eight criteria that may be used for appraising the effectiveness of a program directed toward community understanding. These criteria follow:

1. How comprehensive is the effort to provide community understanding?

2. Is the sequence of experiences planned effectively?

3. Are the experiences based upon the actual conditions with which graduates will have to deal?

4. Are adequate preparation, guidance, supervision, and follow-up discussion provided for off-campus experiences?

5. To what extent are modern techniques of guidance and evaluation used in the program?

6. What proportion of the students is reached by the program?

7. Is the program in community understanding properly integrated within itself?

8. Finally, are the activities in community understanding satisfactorily integrated within the entire college program?11

The above study is worthy of review by any person interested in gaining an insight into programs and techniques, the problems and limitations related to community understanding.

The fact that this study was sponsored by an educational organization, written by a recognized sociologist, and directed toward teacher education emphasizes its significance.

11 Ibid., pp. 94-97.
for those interested in field experience programs for the
preparation of teachers.

The American Association of Teachers Colleges Study.
In 1945 a subcommittee was appointed by the Committee on
Standards and Survey of the American Association of Teachers
Colleges to make a study of student teaching in the education
of teachers. However, the subcommittee did not interpret
student teaching as a course but rather a series of experi-
ences extending over the entire period of professional edu-
cation. It is in terms of professional laboratory experiences
prior to, and, subsequent to student teaching that the Asso-
ciation's study has pertinency to this paper. The subcom-
mittee's broad definition of professional laboratory experiences
is presented.

Professional laboratory experiences were de-
ined to include all those contacts with children,
youth, and adults (through observation, participa-
tion, and teaching) which make a direct contribu-
tion to an understanding of individuals and their
guidance in the teaching-learning process. . . .12

The sub-committee initiated its study in the form of a
questionnaire mailed to member institutions which asked for
their response to eight principles. These principles were
deemed to be basic conceptions regarding the nature and
place of laboratory experiences in a teacher education pro-
gram.

Principle I. The particular contribution of

12The Sub-committee of the Standards and Surveys Committee
of the American Association of Teachers Colleges. School
and Community Experiences in Teacher Education. Lock Haven,
Pennsylvania: The American Association of Teachers Colleges,
professional laboratory experiences (including student teaching) to the education of teachers is three-fold: (1) an opportunity to implement theory -- both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

Basic to this principle is the assumption that firsthand experience is essential in teacher education . . .

. . . Where previous experience does not give adequate background for understanding and needed meaning, direct experience must be provided.

Principle II. The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.

Principle III. Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

Principle IV. The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.

Principle V. Professional laboratory experiences should be cooperatively developed by the student and his advisers. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers.

Principle VI. Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as individual, as citizen, and as member of the teaching profession.

Principle VII. Evaluation of professional laboratory experiences should be in terms of growth in
understandings and abilities needed in the situations faced by the teacher working in our democracy.

Principle VIII. Physical facilities should be adequate to provide a range of firsthand experiences with children, youth, and adults in varied school, home, and community situations.

... For some, where the typical service area includes urban centers, they may be social and service clubs of various kinds, political organizations, libraries, certain types of summer camps, and other community enterprises characteristic of urban groups. For others, where the service area is predominantly rural, facilities may be the community grange, welfare organizations, cooperatives, community forums, and recreational centers.

Principle IX. Professional laboratory experiences should be developed to recognize needed continuity in the pre-service and in-service educational programs.

The reactions of the responding member institutions relative to the first eight principles were favorable. The ninth principle was later developed by the committee. It is important to note that the questionnaire did not deal exclusively with the above principles. Other data collected served as the basis for subsequent reports.

The questionnaire data regarding professional laboratory experiences prior to student teaching revealed:

1. Opportunities for such experiences prior to student teaching are relatively uncommon.

2. In most situations professional laboratory experiences prior to student teaching emphasize observation. This observation activity is: a) most often done as part of professional courses - seldom in connection with academic courses; b) generally done in class group - infrequently on the basis of individual assignments; c) usually confined to school situations . . . the campus school; and d) usually guided by the laboratory school teacher.

13Ibid., pp. 16-35.
3. There is experimentation in the direction of providing for active participation in professional laboratory experiences prior to student teaching. The movement is accompanied by: a) provisions of more time . . . for laboratory activities; b) inclusion . . . in general education courses; c) provision for a wider range of activities; d) planning in terms of individual needs and abilities; and e) cooperative guidance of students by college and laboratory teachers.

4. The amount of time required in professional laboratory experiences prior to student teaching differs widely among member institutions, some reporting none and others as much as 350 clock hours.

5. More opportunities are provided in elementary education programs than in curricula for secondary teachers.  

As regards the number of institutions which continue to offer separate courses in observation and/or participation the data from the questionnaire are timely.

Of the 102 respondents on the elementary level, 41 reported that a separate course in observation was "uniform" or "general" practice. Eighty-four institutions responded to this question on the secondary level, of which 31 indicated it as "uniform" or "general" practice.

The general goals that should result from laboratory experiences as a part of professional courses seem to be clearcut as is evidenced in the following quotation:

... to help the student gain understanding of children, of the role of the teacher in the classroom, of the total school program, and of the interrelationship of school and community; and to provide for continuous professional growth of teachers in preparation. ...  

---


15 School and Laboratory Experiences, op. cit., p. 68.

16 Ibid., p. 74.
Chapter III contains many examples of various types
of laboratory experiences available at different institu-
tions. In its conclusions the sub-committee reports:

There is perhaps no phase of professional
laboratory experiences where practices are more
confused and more in need of study and experimen-
tation than that of the experiences that should
precede student teaching. . . .17

Chapter IV of the subcommittee's report deals with
student teaching and is omitted for purposes of this study.

Chapter V, Professional Laboratory Experiences Following
Student Teaching, is important and merits review. The thesis
of this chapter rests on the following:

_Students in teacher education should have continuous contact with children and youth throughout the four years of preparation. . . .18_

The types of experiences subsequent to student teaching
are categorized as follows: "(1) educational seminars; (2) stu-
dent teaching; (3) professional courses; (4) participation in
more special projects; (5) field courses; and (6) internship."19

Examples of each type of experience are cited in refer-
ence to specific programs and institutions.

Chapter VI suggests guidance procedures in the adminis-
tration of professional laboratory experiences. Three gen-
eralizations drawn by the subcommittee merit citation.

1. Of those responsibilities listed on the
questionnaire, with one exception, the laboratory
teacher is the key person in the guidance of pro-
fessional laboratory experiences. The one exception

17 Ibid., p. 139.
18 Ibid., p. 188.
19 Ibid., p. 189.
is in the responsibility of making assignments to student teaching which is carried by the director of student teaching.

2. College teachers assume very little responsibility in the guidance of students during professional laboratory experiences.

3. There is little coordination of the efforts of college and laboratory teachers in the guidance of professional laboratory experiences.20

The basic principles of good teaching applied to guidance of professional laboratory experiences serve as the conclusion. They are quoted in part.

1. That, in contributing to the three major purposes of professional laboratory experiences suggested in Principle I, guidance should provide continuity, breadth, and balance of experiences.

2. That the guidance of laboratory experiences is the joint responsibility of the laboratory teacher and the college representative, most closely associated with the student's activities in the laboratory situation.

3. That the student should have a vital and growing part in the guidance of his professional laboratory experiences.

4. That the guidance of the student in professional laboratory experiences should demonstrate effective guidance procedures.

5. That the guidance of professional laboratory experience should be directed toward helping the student generalize from experiences and thus develop a set of guiding educational principles.

Recording and evaluating professional laboratory experiences in teacher education is the theme of Chapter VII. The chapter reveals that there is no uniform pattern of recording or evaluating experiences. However, experimentation

20Ibid., p. 203.
21Ibid., pp. 146-147.
in this area is abundant and students' evaluation of the program and cumulative student records are cited as techniques currently employed.

Factors which lead to facilitation of desirable professional laboratory experiences are contingent upon:

1. Provision for Cooperative Curriculum Development
2. Provision of Needed Personnel and Time for that Personnel to Operate Effectively
3. Provision for Continuous Professional Growth of Entire College Staff
4. Removal of Barriers to Adequate Participation on Part of All Staff Members
5. Provision of Adequate Physical Facilities

The above factors essential toward facilitating laboratory experiences are quoted from Chapter VIII.22

Chapter IX deals with the recommendations of the committee.

This research by the subcommittee of standards and Survey of the American Association of Teachers Colleges was headed by Dr. Margaret Lindsey. It is undoubtedly the most extensive study of its kind to date. Information regarding practices and philosophies was secured through questionnaire and through conferences at three institutions. In addition Dr. Lindsey visited ten selected colleges23 during the spring

22Ibid., pp. 288-301.
23By way of comparison the only institution duplicated by the 1947 visits and the current study was the State Teachers College, Oneonta, New York.
A group of consultants was employed to further refine the thinking and the conclusions.

Except for the organizational pattern of the subcommittee report, which could be improved considerably by an expanded table of contents, it is felt to be a tangible contribution to teacher education.

Types of Direct Experiences Utilized in Teacher Education

In 1941 Richey studied those teacher education institutions which utilized direct experiences outside the classroom prior to student teaching. A summary of Richey's study follows:

The most frequent type of direct experience reported as utilized by teacher-education institutions is that in connection with classrooms of campus or public schools or both. These varied experiences range from casual observations to participation in a wide variety of activities in which the student carries much responsibility. Frequently the student begins his contacts as an observer and gradually assumes the duties of assistant in the classroom and around the school in which he is located. It was reported that an easy and successful transition into student teaching is brought about by means of the earlier direct experiences involving a gradually increasing responsibilities.²⁴

Richey found that considerable variation existed among institutions as to the time when planned experiences were provided. He states:

In some cases, such as at Cortland, New York and the Ohio State University these contacts were instituted during the first quarter of the first

year and are continued throughout the student's preparation for teaching. In other cases, such as at State Teachers College at Trenton and Central Michigan State Teachers College, these contacts are not begun until the junior year.25

The author cites several instances of leadership experiences provided at Wayne and Syracuse Universities. These are explained at greater length in Chapter V of the present study. Several excerpts from Richey's article follow:

... Wayne University requires each prospective teacher, before being admitted to the College of Education in his junior year, to have 100 clock-hours of work in the form of group leadership in various social agencies. ... Each student is expected to have contact with two ... agencies, and to assume considerable leadership responsibilities.

Syracuse University has a well-developed program, somewhat similar to Wayne University. Its primary difference, however, lies in the fact that these experiences are begun with the student's junior year, at which time he is first enrolled in education courses. ... .26

Richey lists the following as major purposes of field experience programs:

... to give prospective teachers direct experiences with children in non-school groups, to acquaint students with community agencies, and to assist the College of Education in selecting for their curriculum those candidates who are likely to be successful teachers.27

Although most direct experiences are limited primarily to observation, the author felt that in several institutions the experiences were an integral part of education, sociology

26Ibid., pp. 15-16.
27Ibid., p. 15.
or psychology courses.

In a small percentage of the institutions, Richey concluded, organization permitted prospective teachers to become well acquainted with communities and community living. Richey's comments follow:

Perhaps the most outstanding efforts along this line were made by New College, Columbia University. Prospective teachers at New College lived in one or more communities for different periods of time and participated in a wide variety of responsibilities of community living. Trips to surrounding communities... This latter phase of community living is employed to some degree by George Peabody College for Teachers, and others. At New Jersey State Teachers College at Patterson, students made "excursions" to a variety of communities throughout their four years of college work. At Central Michigan State Teachers College, Mount Pleasant, extensive community surveys are made by students during their first two years. In recent years planned tours have been conducted during the summer months by several colleges in order that prospective teachers might study various communities and problems throughout a number of states.28

Direct experiences with industries, planned to broaden the prospective teacher's understanding of the industrial system, are available at some institutions. The following comments are illustrative:

At Berea College, attempts are made to relate industrial experiences of students who work for their college expenses, to their professional interests and understandings. Prospective teachers at New College were expected to participate in what was called a "period in industry." During this period the student's work was directed by the College, which in turn, aided him in evaluating these first hand experiences. Students ... are encouraged to visit industries.29

Richey pointed out that few teacher education institu-

28 Ibid., pp. 16-17.

29 Ibid., p. 17.
tions make use of direct experiences in the area of conservation education. Those that do utilize the summer period for full time study in a selected area.

Other direct experiences which do not fall into any of the areas listed above, Richey states, is the September experience at Ohio State. This is explained at length in the subsequent chapter and will not be repeated here.

Scientific Evaluation of Field Experiences

Although current literature supports the concept of direct field experience on the basis of the general consensus of the teaching profession, probably the most striking problem lies in the area of need for evaluation. The review of literature reveals at least two studies which attempted to determine scientifically results emanating from two types of field experience. The first evaluation presented is on the college level, the second is on the high-school level.

Evaluation of Antioch College Field Course. A resume of this study is presented as additional evidence in support of this form of learning. (There are at least two other studies underway, but are not completed at the time of this writing.)

Robbins explains the reasons for the need of thorough evaluation.

Evaluation is a process of appraising outcomes based upon evidence in accordance with the conscious and operative purposes of those sharing an educational experience. Evaluation is essential to the educational process in so far as the participants in the experience expect that their activities will have consequences which they consider significant to them-
selves and to others. . . .30

In 1940, Antioch College organized a plan which would extend the study of social sciences beyond the confines of the classroom. With the "Open Road"31 serving in an advisory capacity, Anniston, Alabama and Lewiston, Maine were selected for study.

The manner in which the cities were studied is of lesser importance at this point than the evaluation procedures which were followed. A complete description of the Antioch program may be gained through perusal of reviews by Rothschild32 and Stevens.33,34

The evaluation was considered in terms of the aims of the Antioch College program. These aims follow:

. . . to contribute to the personal, intellectual, and vocational development of the student by planned personal and social experiences in and out of school, by book learning and discussions in the classroom, and by practical training on the job. These college purposes are grounded basically in a democratic way of life; they are based upon


31 The Open Road, a non-profit organization, was founded for the promotion of international and inter-regional understanding.


respect for personality, equality of opportunity, and freedom to enjoy the privileges of economic and cultural security.\textsuperscript{35}

The behavior changes resulting from the field course were checked by tests in terms of ten social problems.

... housing, war, race equality, unions, agriculture, freedom of speech, poverty, foreign-trade policy, government and business and refugees. The test contained a statement of a problem, followed by three different opinions. ... Each individual was to pick the opinion ... closest to his own as first choice ... next closest as second choice, and the remaining opinion was considered his third choice. ... These opinions were classified as "reactionary," "conservative," and "liberal."\textsuperscript{36}

Two tests were administered; one preceded the experience and the other was at the end of the experience. A review of the test data follows:

On the preliminary test on social problems 61 per cent of the first choice opinions of the ten Antioch students were classified liberal; 36 per cent, conservative; and only 3 per cent, reactionary. On the end test 70 per cent of the first-choice opinions were liberal, 28 per cent conservative, and 2 per cent reactionary. On the end test there was an increase of 9 per cent in liberal choices and a decrease of 1 per cent in reactionary. ... According to the figures given in Table ... an increase in liberal opinions and a decrease in reactionary. Individual \textsuperscript{3} scored 298 on the preliminary test and 395 on the end test, making a gain of 97 points. ...
Table I

THE FIRST-, SECOND-, AND THIRD-CHOICE OF OPINIONS OF TEN ANTILOCHE COLLEGE STUDENTS ON TEN SOCIAL PROBLEMS CLASSIFIED AS REACTIONARY, CONSERVATIVE, AND LIBERAL

<table>
<thead>
<tr>
<th>Classification</th>
<th>First-Choice Preliminary Test</th>
<th>First-Choice End Test</th>
<th>Second-Choice Preliminary Test</th>
<th>Second-Choice End Test</th>
<th>Third-Choice Preliminary Test</th>
<th>Third-Choice End Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactionary</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>4</td>
<td>83</td>
<td>94</td>
</tr>
<tr>
<td>Conservative</td>
<td>36</td>
<td>28</td>
<td>63</td>
<td>74</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Liberal</td>
<td>61</td>
<td>70</td>
<td>23</td>
<td>22</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

*Since there are ten students and ten problems the figures may be read just as percentages.37

Table II

THE PRELIMINARY AND END SCORES, SCORE CHANGES MADE BY TEN STUDENTS38

<table>
<thead>
<tr>
<th>Score Students* Preliminary Test</th>
<th>Score Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>S</td>
<td>298</td>
</tr>
<tr>
<td>U</td>
<td>397</td>
</tr>
<tr>
<td>R</td>
<td>395</td>
</tr>
<tr>
<td>T</td>
<td>422</td>
</tr>
<tr>
<td>G</td>
<td>426</td>
</tr>
<tr>
<td>X</td>
<td>444</td>
</tr>
<tr>
<td>Z</td>
<td>413</td>
</tr>
<tr>
<td>W</td>
<td>490</td>
</tr>
<tr>
<td>Y</td>
<td>378</td>
</tr>
<tr>
<td>V</td>
<td>480</td>
</tr>
</tbody>
</table>

Score Change: plus 97, plus 64, plus 47, plus 22, plus 14, plus 12, plus 9, plus 5, -22, -32

*The number of years at Antioch completed by each student is as follows:
S - one year
U - two years
R - four years
T - four years
G - one year
X - two years
Z - three years
W - two years
Y - one year
V - four years39

37 Ibid., pp. 70-71.
38 The writer has excluded part of the original table for use in the present study.
39 Stevens, op. cit., p. 72.
The changes in attitudes in terms of percentage increases are illuminated in Table II.

An Evaluation of a High-School Field Study. A careful evaluation of the coal industry field study explained on pages 39 and 40 merits review. Raths raises the following question in support of evaluation:

... Do intelligently planned, direct experiences of this sort contribute to the growth of high-school students in ways considered desirable by the faculty, the parents, and the students?40

Prior to leaving for the individual study an attempt was made to measure beliefs held by the class. Raths explains:

Just before the industrial-study group left school, an attempt was made to measure the liberalism, conservatism, certainty, and consistency of their beliefs toward democracy, labor and unemployment, government regulation and controls, race, nationalism, and militarism.41

The test employed was developed by the Evaluation Staff of the Progressive Education Association. It had been used in a large number of schools and had been found reliable in measuring students' beliefs. The name of the test used was A Scale of Beliefs. Raths' description of the test follows:

The entire test consisted of 93 such pairs of statements to which students responded by agreeing or disagreeing with them, or else indicating that they were uncertain concerning their own beliefs on the issues involved. In general, some of these statements affirmed such positions as a concern for human welfare, a tolerance of racial equality, a defense of certain democratic rights and procedures. ... Agreement with such positions was scored as

40 Raths, op. cit., p. 189.
41 Ibid., p. 190.
conservatism, and disagreement as liberalism. ... a student who agreed with both statements was con­sidered as inconsistent.42

Since only fifteen students were selected for the field study from a class, the researchers were able to com­pare the beliefs of both groups. Raths summarizes:

The median scores of the industrial-study group before the trip, after return, and the scores of the other section of the eleventh grade (home group) which remained at home during this period are given in Table I.43

Table I reveals that the industrial-study group became much more liberal in the various areas tested. Raths cau­tions that generalizations regarding this shift must be made with care.

These changes could not be attributed to a decreasing conservatism because the latter scores remained about the same. The change in the direc­tion of liberalism came from those areas in which formerly the students were uncertain. . . .44

In addition to studying group development the research­ers also considered individual changes. They discovered that students' knowledges gained from the field study, in general, kept abreast with those students who remained in school. It was found that the industrial-study group did better in some school work as a result of field study.

Raths' summary remarks are timely. He feels the evalua­tion is necessarily incomplete and offers several suggestions relative to this evaluation.

42 Ibid., p. 191.
43 Ibid., pp. 191-192.
44 Ibid., p. 193.
Table III

RESULT OF THE TEST ON SOCIAL BELIEFS EXPRESSED IN PERCENTAGE

<table>
<thead>
<tr>
<th></th>
<th>Industrial Study Group</th>
<th>Home Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before April 4, 1938</td>
<td>After May 26, 1938</td>
</tr>
<tr>
<td>Liberalism</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Democracy</td>
<td>63</td>
<td>73</td>
</tr>
<tr>
<td>Government control regulation</td>
<td>47</td>
<td>78</td>
</tr>
<tr>
<td>Labor and unemployment</td>
<td>67</td>
<td>91</td>
</tr>
<tr>
<td>Race</td>
<td>86</td>
<td>96</td>
</tr>
<tr>
<td>Nationalism</td>
<td>69</td>
<td>80</td>
</tr>
<tr>
<td>Militarism</td>
<td>67</td>
<td>72</td>
</tr>
<tr>
<td>Conservatism</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>Democracy</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Government control regulation</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Labor and unemployment</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Race</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Nationalism</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Militarism</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Uncertainty</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Democracy</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Government control regulation</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>Labor and unemployment</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Race</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Nationalism</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Militarism</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Consistency</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td>56</td>
<td>68</td>
</tr>
<tr>
<td>Government control regulation</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>Labor and unemployment</td>
<td>66</td>
<td>80</td>
</tr>
<tr>
<td>Race</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>Nationalism</td>
<td>68</td>
<td>74</td>
</tr>
<tr>
<td>Militarism</td>
<td>64</td>
<td>76</td>
</tr>
<tr>
<td>All Issues</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td>Liberalism</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>Conservatism</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Uncertainty</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Consistency</td>
<td>60</td>
<td>75</td>
</tr>
</tbody>
</table>

\[45\text{Ibid., p. 192.}\]
What has been collected suggests that carefully planned, direct experiences may result in clarifying the beliefs which students hold; it suggests also that greater allegiance to human values, firmer faith in democratic principles, a more flexible outlook which considers solutions to social problems as tentative and now arbitrary some of the desirable outcomes which may come from educational experiences similar to the West Virginia trip.46

Frequently out-of-school experiences are provided with inadequate consideration given to the desired outcomes. This procedure might be paralleled to the archer who directs his arrow at a large wall and after the arrow strikes the wall he proceeds to outline a target around it.

Further research in the area of outcomes resulting from field experiences is necessary and has been undertaken in the form of doctoral research at Syracuse University and the University of Maryland.

46Ibid., p. 208.
CHAPTER IV

SURVEY OF EXISTING FIELD PROGRAMS
IN TEACHER EDUCATION INSTITUTIONS

The procedure employed in surveying the existing field experience programs in teacher education institutions followed a four-step approach: (1) review of the literature, (2) card questionnaire, (3) correspondence by letter, and (4) visitation. With the exception of the first, these approaches will be explained in detail in this chapter. Review of the literature, the first approach, has been described in Chapter II and will not be repeated here.

Card Questionnaire

The purpose of the card questionnaire was to determine the scope of field experience programs on a nation-wide basis. The number of current programs or the percentage of institutions providing this type of experience was considered of secondary importance. Rather, the questionnaire was planned to provide a broad basis to be followed by more direct approaches. The 1949-1950 list of accredited institutions compiled by the American Association of Colleges for Teacher Education was employed as the basis for the survey. In July 1948, pilot card questionnaires were sent to twelve institutions selected at random. Nine institutions responded with no evident difficulty in determining the information desired and they provided the information requested. In view of this
response the writer had the questionnaire printed on double postal cards. Reproduction of the explanatory information follows:

College of Special and Continuation Studies
Lombard and Greene Streets
Baltimore 1, Maryland

Dear Sirs:

I am interested in obtaining information relative to "Field Experience" programs currently operating in the preparation of teachers.

Field experience is meant to include organized and supervised programs wherein prospective or in-service teachers participate to gain direct experiences with respect to social, economic, political and instructional conditions and problems. For purposes of this study student teaching is omitted although it would meet the conditions of the definition.

Will you please provide the information requested on the attached card?

Sincerely yours,

Stanley J. Drazek, Director

The above information was printed on one side of the double post card. On the other attached card the writer's name and return address were printed, with the following questionnaire framework contained on its back.

PLEASE FILL IN THE FOLLOWING DATA:

Do you operate a "field experience" program in the preparation of teachers other than student teaching ______ Yes ______ No.

At what year level does the program operate?

First year _____ Second year _____ Third year _____ Fourth year _____ Other

______________________________
(explain)
Has your program been reviewed in any publication
______ Yes ______ No.
If so, under what title and author __________
__________ Please send printed circular explaining program
if you have one.

________________________ Signature
________________________ Title
________________________ Institution

The double card questionnaire was designed with the
thought that college officials would be less likely to ne-
glect this request for information than one which would in-
volve considerable time in reading and answering.

The mailing of the printed card questionnaires was de-
layed until October 1949. This delay was purposeful since
it was felt that recipients would be less likely to respond
during summer months or during the opening days of school.
The summary of the data obtained follows.

Summary of Card Questionnaire Data. Of the two hundred
and forty-eight institutions listed by the American Associa-
tion of Colleges for Teacher Education, one hundred and six-
ty-five or 66.5% of the institutions replied. Of those
institutions responding seventy-three or 44.2% indicated hav-
ing field experience programs. Three institutions, not in-
cluded in the "yes" category stated that they were in the
process of developing programs. It is conceivable that they
now have programs in operation and could be added to the list
of respondents who indicated having field experience programs.
By including these three to the "yes" group the percentage
of respondents having programs would be slightly higher.

Responses were received from institutions located in the
District of Columbia and in all states except Arkansas, Iowa, Utah and Vermont.

Table I illustrates the geographic distribution of responses arranged by states. The numbers in the right hand column indicate the number of institutions having field experience programs.

Interpretation of Questionnaire Data. Data derived from this questionnaire is subject to certain interpretative limitations. Irrespective of design, certain weaknesses are associated with the questionnaire. In the first place one third of the institutions contacted failed to reply. One may be tempted to generalize that these non-respondents had no field experience programs and, as a consequence, felt no interest in responding to an area of learning non-existent at their institutions. However, printed literature and subsequent correspondence revealed that some of the non-respondents have on-going field experience programs that qualify in terms of the definition of this particular study.

A second weakness related to the questionnaire is the area of interpretation. The respondent, in some instances, misinterpreted the request. Although the phrase "other than student teaching" was included in the explanatory material as well as in the questionnaire proper, several institutions indicated having field experiences and referred to them as off-campus student teaching or a part of student teaching. One institution completely misinterpreted the questionnaire. Having indicated a program of field experiences, arrangements
### Table IV

**DISTRIBUTION OF FIELD EXPERIENCE PROGRAMS ON A NATION-WIDE BASIS, AS DETERMINED BY CARD QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Institutions*</th>
<th>Number of Responses</th>
<th>Number Indicating Experience Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Arkansas</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Colorado</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>D. of C.</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Florida</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Georgia</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Idaho</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Illinois</td>
<td>10</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Indiana</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Iowa</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kansas</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Maryland</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>9</td>
<td>6</td>
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</tr>
<tr>
<td>Michigan</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Minnesota</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Mississippi</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Missouri</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Montana</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>New Jersey</td>
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<td>4</td>
<td>3</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3</td>
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<tr>
<td>New York</td>
<td>13</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>North Carolina</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>North Dakota</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Ohio</td>
<td>11</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>9</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>18</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Texas</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Utah</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Vermont</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Washington</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>West Virginia</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>12</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>248</strong></td>
<td><strong>165</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>

*The 1949-50 list of accredited institutions prepared by the American Association of Colleges for Teacher Education was used.*
were made for a visitation to this institution. Upon arrival it became immediately apparent that a program of field experiences as specified in this study was non-existent.

With the above limitations in mind, and in light of supplementary findings, it is felt that the following generalization may be made. In the autumn of 1949, approximately 40 per cent of the one hundred and sixty-five responding institutions had some form of field experiences, exclusive of student teaching.

Card Questionnaire Follow-up. As stated earlier the card questionnaire served as an initial index of the extent and location of field experience programs in teacher education institutions. In addition, the card questionnaire requested the institution to forward printed data relative to its program or to indicate its review in printed publications. Several institutions indicated reviews and these the writer further explored. Other institutions forwarded duplicated materials which served to aid in explaining their program. All of these materials were studied. As regards those institutions which merely indicated having field experience programs, follow-up letters were sent to the individual who signed the questionnaire.

Correspondence

Correspondence, with specific institutions, served four general purposes: (1) to gain additional information regarding specific programs as a follow-up to the card questionnaire, (2) to make arrangements for visitation and conferences,
(3) to obtain from each institution a review of its program as reported by the writer, and (4) to acknowledge the writer's appreciation.

All correspondence was in the form of personal letter. All letters were of an individual nature; none were mimeographed.

In several instances other forms of communication, telephone and telegraph, were utilized in expediting arrangements.

Visitation and Conferences

In terms of data obtained from the card questionnaire and subsequent correspondence a selection of institutions for visitation was made. Two criteria governed this selection: (1) the nature and scope of field experiences available at a particular institution, and (2) geographic location — limitation was imposed to institutions located within a 500 mile radius of travel.

Thirteen separate institutions were selected. One was later eliminated since its program did not qualify in terms of this study. The twelve institutions studied are listed alphabetically.

Cortland State Teachers College
Cortland, New York

Department of Education
Baltimore 18, Md.

George Washington University
Washington, D. C.

\(^1\)The manner in which a program seemed to fit the definition of field experiences as stated on the card questionnaire was a determining factor. Consult p. 85 for definition.
Kent State University
Kent, Ohio

Miner Teachers College
Washington, D. C.

Ohio State University
Columbus, Ohio

Oneonta State Teachers College
Oneonta, New York

Syracuse University
Syracuse, New York

Towson State Teachers College
Towson, Md.

University of Maryland
College Park, Md.

Wayne University
Detroit, Michigan

Wilson Teachers College
Washington, D. C.

At least nine of the above listed institutions have more than one form of field experiences. Individual reviews were made of some of the programs within an institution.

By way of illustration it would have been illogical to combine the two Wayne programs into one review, for each is administered differently and each strives to attain unlike aims. On the other hand it was felt that the Syracuse functional program could best be explained in sequential order. Much value would have been lost in attempting to separate or compartmentalize each particular segment when each experience, in reality, is an integral part of the whole Syracuse program. In accordance with this reasoning the precise number of individual field experience programs is unimportant. Sixteen reviews of separate field experience programs from the twelve
institutions are included in the next chapter. The actual number or variety of experiences provided by the twelve institutions is much greater.

The following chapter reviews each of the institutions visited and the procedures followed in gathering data.
CHAPTER V

PROGRAM REPORTS: DATA FROM CONFERENCES, OBSERVATIONS AND WRITTEN DESCRIPTIONS

This chapter deals with specific field experience programs that the writer studied during visits to selected institutions. The most essential elements of each program which are pertinent to this study are presented.

Introduction

Bases for the selections have been explained in the preceding chapter. In brief the selective procedure was organized along the following lines: (1) a card questionnaire was sent to all schools listed in the American Association of Colleges for Teacher Education; (2) on the basis of data obtained from the questionnaire returns, a follow-up letter was sent to institutions which indicated having field experience programs; (3) special data, bulletins and other printed literature received from these institutions were evaluated and a tentative list of apparently outstanding programs was compiled; (4) this list was then delimited to include institutions located within a 500 mile radius of travel and twelve institutions were selected for visitation (data for programs not visited were obtained through correspondence and are included in Chapter VI); (5) letters were sent to persons directing the field programs at the selected institutions, and the writer requested permission to visit the institutions and
discuss the program; (6) an itinerary was planned accordingly.

Pre-trip Planning. Prior to visiting the above programs a detailed outline was prepared in three broad areas of field study: the areas included (1) Community Study, (2) Industrial Institutions, and (3) Educational Institutions. Copies of these outlines are included in Appendix A, Parts 1, 2 and 3.

Before visiting any institution the available data were reviewed. Conferences and interviews with responsible officials were arranged in advance.

Conferences and Interviews. Upon arrival at the respective institutions the writer met with the person in charge of the overall program, in some instances the dean or president of the institution, and in other instances the staff members in charge of field experiences. The purpose of the visit was reviewed and the overall pattern of field experiences was discussed.

The writer then met with various staff members who were connected with particular phases of field experiences. In every conference the outline of the particular area of field experience was considered and special emphasis was awarded to the following main divisions: aim; explanation of the program; basis for selection of schools, agencies or industries; types of activities students perform; supervision of students; records of experiences; credit of experiences; reaction of students and evaluation of the program.

In some of the visits the writer had opportunity to observe students in actual field or work experiences. In other
instances the writer discussed reaction to experiences with students.

Collection of Data. In addition to recording data as it applied to the aforementioned outline, individuals provided the writer with various blanks, forms, instruction sheets and bulletins that are employed in the explanation and administration of programs.

Recording of Data. A tentative summation of each program was made as soon after each interview as time permitted. More extensive coverage followed and revisions were made in light of suggestions made by advisers. Each report was sent to respective school officials for examination of authenticity, coverage and general comments. The final draft was revised in light of these recommendations.

Programs Observed, Institutions Visited. The following programs were studied and reports of each are included in this chapter. The dates of visitation are included.


COMMUNITY STUDY WORKSHOP - Department of Education, Baltimore, Maryland. The writer visited this program formally on March 18, 1950 and three other times informally.


COOPERATIVE PROGRAM WITH LOCAL INDUSTRIES - Kent State University, Kent, Ohio. Visited on January 16, 1950.

FIELD SERVICE PROJECTS IN EDUCATION - Ohio State University, Columbus, Ohio. Visited on January 19, 1950.

A PROGRAM IN SEPTEMBER FIELD EXPERIENCES - Ohio State University, Columbus, Ohio. Visited on September 6, 1949.


FIELD EXPERIENCES RELATED TO ORIENTATION IN EDUCATION COURSE - Towson State Teachers College, Maryland. Visited on April 24, 1950.

AN INTERNSHIP PROGRAM IN SCHOOL ADMINISTRATION - University of Maryland, College Park, Maryland. The writer had many personal contacts with the sponsor of the program as well as with several interns.

A PROGRAM OF ORGANIZED INDUSTRIAL EXPERIENCE FOR INDUSTRIAL ARTS TEACHERS - University of Maryland, College Park, Maryland. The writer has had a long period of direct contact with persons organizing the program and with the participant.

A PROGRAM OF STUDY IN HUMAN DEVELOPMENT - University of Maryland, College Park, Maryland. Visited on April 14, 1950.

COMMUNITY RECREATION LEADERSHIP PROGRAM - Wayne University, Detroit, Michigan. Visited on January 17 and 18, 1950.

COOPERATIVE PROGRAMS WITH INDUSTRIES - Wayne University, Detroit, Michigan. Visited on January 17 and 18, 1950.

FIELD EXPERIENCES RELATED TO ORIENTATION OF EDUCATION - Wilson Teachers College, Washington, D.C., Visited on April 7, 1950.

The preceding summary of directed field programs involves twelve separate institutions and a total of sixteen separate programs. Parallel programs in separate institutions were studied but not duplicated. The one appearing to have the most extensive data was selected for review. Some similarity exists between several of the programs reviewed in the follow-
ing pages, but are sufficiently dissimilar to merit inclusion in this chapter.

The program presentation is arranged in alphabetical order of institutions' names and no attempt has been made to present them on any other basis.
FIELD EXPERIENCES RELATED TO VARIOUS COLLEGE COURSES*

STATE TEACHERS COLLEGE
Cortland, New York

Aim

The aim of the College is to develop in its student "those attitudes, skills and knowledges which are essential in classroom teaching and in the professional life of the teacher." ¹

To attain this aim the College has organized a sequence of academic and professional courses, and in many of these diverse field experiences are included. Students are provided opportunities to observe and participate in the laboratory school, to make community studies, to visit and observe in the surrounding schools, to visit industries, to receive camp training at the College camp at Raquette Lake, to receive training and some opportunity in presenting radio programs. These experiences are intended to broaden the overall education of the preparing teacher.

Explanation of Program Related to Various Courses

The State Teachers College at Cortland, New York prepares

¹Data explaining this program were obtained from Cortland State Teachers College bulletins and through personal visits with the following staff members of that institution: Dr. Lynn E. Brown, Dean of the College, Drs. Ross L. Allen, Leo C. Fay, Harland G. Metcalf, A. A. Pierce, Walter A. Thurber, Mr. Forest Kellogg and the Misses Minnie P. Carr and Olla G. Rickett. The various areas presented in the subsequent pages will contain data secured from the above mentioned persons and sources. This material was sent to Dean Lynn E. Brown for his review.

students for teaching in the following areas: general elementary major, general elementary science major, physical education major, health education major, recreational education major.

Some of the field experiences provided in courses of the various curricula are explained in the subsequent pages. The following courses and their descriptions are taken from the previously cited catalog.

Observation in Freshman Year. Inasmuch as Education 101 places the greatest emphasis on observation in the college elementary school, it is not defined as a field experience for purposes of this study and hence will not be given further elaboration. It was felt that the course should be mentioned, however, since it will help to explain the pattern and types of experiences.

Child Development, Education 101 (3 semester hours)

During the first semester of the Freshman year the student makes systematic studies of children . . . Students utilize the observation and guidance facilities which the college elementary school and community provide for working with and studying children. 2

This course is required of all students.

The Child and His Curriculum, Education 201 and 202 (7 semester hours)

The work of the Sophomore year of the Professional Sequence emphasizes the development of the child through his curriculum experiences . . .

The student spends a portion of his time directing the learning activities of children in the college elementary school, in cooperating public

2Ibid., p. 43.
schools, and/or in community agencies which form a part of the public school program. This participation in teaching activities is designed to integrate the student's theory with practice and to provide opportunity for the student to determine his aptitudes in the field of teaching.  

**Observation in Sophomore Year.** The system for obtaining out-of-school experiences calls for visitation in a public school. This three-day period of observation and participation is described in a duplicated sheet furnished each student and herewith reproduced in whole.

**Pre-requisite of Child and Curriculum, Education 201 School Visitation**

One of the requirements of Child and Curriculum, Education 201, is a minimum of three days observation or participation in a public school. **Until this requirement is met, work for the first semester will be considered deficient.** This observation and participation should be done in the fall before the opening of college, or in the spring after the close of college.

**Procedure:**

Report to the Principal's office to get permission to observe and/or participate. Introduce yourself and tell him you are a prospective teacher studying at Cortland State Teachers College. Offer your services or secure his permission to observe. If he recommends a certain grade, take his advice. Introduce yourself to the teacher and tell why you are there. Offer to help in any way that help can be used in the classroom or on the playground.

**What to look for:**

**A.** What are the characteristics of the school? Size? Number of teachers and children? Rural? Elementary? Junior high? Central or consolidated?

**B.** What is the nature of the community or neighborhood of the school? Are the parents active in working with the school?

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3Ibid., p. 44.
C. The first unit in Child and Curriculum deals with the nature of the child's curriculum. Curriculum is defined by Caswell¹ as the actual experiences which a child undergoes under the guidance of the school.

See a complete day's work on one grade level. Keep a record of the experiences one child or the classroom of children have during that day. If you stay in the same room for more than a day, compare that day with the others. For real participation, you should stay in the same room three days or more. It is impossible to tell exactly what a child is experiencing just by watching him, but you can see what activities are provided for him and note his reactions.

D. Get acquainted with materials the teacher has to use. These include basic texts, workbooks, story books, art materials, ditto machine, lantern projector, etc. Find out if the teacher thinks the materials are adequate for the program she wishes to provide for the children.

E. Find out what determines the work the children study in this room. Does the teacher follow a local course of study? Does she use the state syllabi? May she and the children plan the work to be studied?


G. Are the teachers allowed to take the children on trips to visit the post office, fire station, etc., in connection with their school studies? Do they take trips?

¹Caswell, Hollis, *Education in the Elementary School*, page 188.

Students are required to report their experience in the form of a paper. To illustrate the type of report, the writer selected the following paper at random. It is reproduced in part and may serve to orient the reader with the types of experiences encountered and the kinds of reports submitted. The student's name has been deleted.
Pre-requisite of Child and Curriculum, Education 201

School Visitation

The Owego Street School, an elementary school, was founded about fifty-nine years ago, and is located in a part of the industrial section of the city. The small school has six teaching rooms with approximately thirty students per room. A large majority of the students have parents, relatives, and neighbors working at the Wickwire Brothers' Steel mill, Champion Sheet Metal Company or the Crescent Corset Company. Though many of these parents are tired after a day's work at the mills, they still maintain an active PTA at the school.

The school is an average one in which there are too many students and not enough teachers. The principal, Miss Archer, also is the fifth grade instructor. The third grade, the grade I observed, had twenty-two boys and nine girls. There were not enough text books, basic texts, and art materials to supply all the students...

I did not observe any one child but instead I observed the whole class... I tried to find the answers to two urgent questions: 1) what activities are provided for the class, and 2) what is the correlation between the curricula and the child's interests?

... the class began talking about the west and all the new, exciting adventures waiting there for a child. Mrs. Clemens... referred them to the "Little Readers" text... "See who can find a story about the West," said Mrs. Clemens... she read the story as they followed along.

Other than this activity were recreational activities, art, citizenship, and music opportunities. ... Mrs. Clemens... gave the students an opportunity to devise a list of qualifications necessary in order to be a good citizen. She started the discussion off with a title, "How to Be a Good Citizen." Then she... left the discussion in the hands of the children.

... what they all agreed upon:
1. Do what you say you will do.
2. Help other people.
3. Be happy, gay, and friendly.
5. Listen when others are talking.
Mrs. Clemens concluded the discussion by having the students copy the above characteristics of a "good citizen." This was also a good exercise to see whether or not they could copy correctly, as they should be able to do it.

Does the school curriculum correlate with the child's interests? agreed that there was not a close correlation. The curricula of the average school is all too often out of contact with the pupils' interests. The youngster in manual training class who prefers to make an airplane is required to make a pot holder or perhaps a paddle.

I firmly believe that teachers who force such a program on the pupils must expect to have difficulties of discipline. Teachers should find out as much as they can about the students with whom they are to teach. Only when the teacher understands the problems of the students can she teach with the most efficiency.

**Professional Sequence Seminar, Education 401-402 (6 semester hours)**

The function of the Education Sequence Seminar is to provide opportunity for the Senior student to appraise his abilities as a teacher and to develop himself better in those phases of teacher responsibility in which he personally recognizes unusual interest or need.

The work of the Seminar is primarily of an individual nature, although common student needs may sometimes be met better through group work.

One of the requirements of this course is participation in the community. The purpose is to learn the community, know of its leaders, its lay people and children. This course is required only of elementary majors. The duplicated sheet made available to class members explains this seminar and is reproduced in part.

**Education Sequence Seminar Ed. 401 - 402**

The Education Seminar is offered throughout the

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*4Ibid., p. 44.*
fourth year and carries three hours of credit each semester. The student comes to the Seminar with rather well-defined interests as well as with a knowledge of his professional needs realized through his practical work. During this phase of the sequence each student is given an opportunity through research, additional teaching experience, leadership roles, and conferences with instructors to overcome his deficiencies and to make further preparation for the field of his chief interest.

No pre-determined pattern of procedure is followed since the point of departure is the problem of the individual or the group. Teacher-student planning is the technique most often used. Group meetings are held when the need arises or when there are valuable experiences to be shared. Activities are not restricted to the classroom. Students participate in a variety of community activities as an integral part of their preparation for teaching. Such activities include working with the Scouts, youth groups, and teaching in the week-day school of religious education.5

A carefully kept set of records is a contributing factor to the success of this type of procedure. The cumulative record of the student's professional experiences, with evaluations by supervisors and sponsors of community activities, is an aid to both student and seminar director in planning together the student's seminar program. A Student Activity Record, filed in the office of the director of the seminar, carries a record of all activities in which the student engages, with a brief evaluation of the student's work by the supervisor or sponsor.6

Approximately one-third of the seminar requirement consists of outside experiences. This involves from one to two hours of outside participation.

Students have participated in various community or social activities, among them the Scouts, YMCA, YWCA, 4-H clubs, and they have worked in private nurseries, Sunday schools, the Cortland Free Library and in other agencies

5*Italics, the writer's.
6*Ibid.
that provide experiences with children.

Students indicate the choice of experience desired and a program is planned accordingly. A copy of the form used for indicating the preferred type of activity is included in Appendix B-1.

Each student is required to keep a diary of activities. Emphasis is placed on evaluating the needs of children.

The College uses form included in the Appendix B-3 in attempting to determine the needs of various agencies in the community. This form is sent to the leaders in the community and serves as a preliminary step in determining placements.

In Appendix B-2 the writer includes a copy of the form employed by supervisors in evaluating a student's work. Incorporated in this form is a record of one student's experiences in remedial reading work at the Cortland Free Library.

In addition to the evaluation form, agency leaders send in letters which serve as further evaluation of the student's work. The following letter, selected at random, is reproduced in part.

Young Men's Christian Assoc.
Cortland, New York
January 24, 1950

Dr. Alice Pierce
State Teachers College
Re: ______________________

We consider ourselves fortunate to have had the services of "Reggie" during the past school semester. We have need for others of his caliber.

Attendance . . . has shown an improvement this year. . . . We attribute at least part of this in-
crease to __________.

_________ certainly knows the material he teaches. . . .

. . . occasional tardiness . . . one evident weakness. . . .

Yours very truly,
(signed) Robert W. Berry
Physical Director

This letter reveals the college-community relationship resulting from students' services in agencies. Generally speaking, the writer has been made to feel that organized out-of-school experiences may be paralleled to a two-way street bounding a triangle. Not only do the student and the community derive mutual benefits, but also the college and the community, and all three benefit from each other.

The following evaluation by one student enrolled in the senior seminar may serve as the conclusion to the report on field experiences as they are related to this particular course. This report was selected at random and is reproduced in part.

Evaluation of my work - Senior Seminar

I have learned that I have underestimated the enthusiasm a child is capable of maintaining when guided in the right direction.

Children in the country are desperately in need of an organization such as the 4-H club and I am glad that I organized the club into a functioning unit.

I have learned that the informal way of teaching can be more beneficial if conducted in the right way.

I have learned that I can learn from the boys as well as having them learn from me. Even at the age of 10-14 a boy can lead a lesson and teach everyone at the meeting including myself.
Getting started is the hardest part of starting an organization.

I have learned that boys can get as much fun out of work as they can out of recreation and in this way I have divided the program into business, work and play sections which breaks up any boredom that may come. I am going to continue the 4-H club with the goal of having everyone have a project in at the fair.

Other Cortland courses requiring field experiences follow.

**Camp Leadership Training, PE & RE 202 (4 semester hours)**

This course conducted at Camp Huntington on Raquette Lake consists of selected and guided experiences in the following areas: nature and conservation, camp and survival-crafts; waterway experiences and the conduct and management of camps. Campers will frequently be faced with certain problems common to camp administrators and be given opportunities through joint planning, committees, group leadership and other democratic methods to solve them. A camp fee will be assessed all students taking this course.

This experience is made possible through the special camp facilities owned by the College at Raquette Lake. In some respects the camp may be viewed as an extension of the campus. Here we see an interesting adaptation of facilities rarely available. Students receive true-to-life experiences at this camp, situated in the Adirondack Mountains with its three hundred acres of land and three and a half mile shore line.

The experiences made available at the Camp conform to those that the Physical Education, Recreation and Science Majors will deal with after their graduation.

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7op. cit., pp. 53-54.
Practicum in Recreation, Ed. RF 304 (16 semester hours)

Units of experience will include a variety of duties of the recreation leader to be found in community centers, playground, school and adult recreation, hospital and rehabilitation centers and industrial recreation. This practicum experience may be met in any two consecutive quarters.  

In this course health majors in the junior year spend one whole semester in organized activities. This parallels practice teaching required of education majors.

Community Recreation, HP 304 (3 semester hours)

A survey course of personnel selection, training, and problems in community recreation in America. The development, scope, organization and administration of the movement are thoroughly considered. Both youth-serving agencies and the more recent trends in adult recreation are studied. Appropriate field work is required.  

In this course, participation in community study is on a voluntary basis. However, all students have elected to participate. The various community agency representatives are brought together; needs are established and students volunteer to fill these needs.

Students serve in the YWCA and YMCA, in the scout programs as assistants to the scout masters, in the Community Recreation Bureau, in the Youth Bureau, in teaching special recreational activities, in teaching crafts, as well as the various in-door and out-of-door activities. The field experiences relative to this course parallel others already described and further repetition will be avoided.

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8Ibid., p. 55.
9Ibid., p. 55.
Local Industries Course (3 credits). From the elementary science course evolved the elective Local Industries course.

In brief the course is organized and operates in the following manner. One lecture meeting serves as preparation for the visit to a specific industry. Slides, speaker or lecturer are employed. The two-hour trip through a local industry is followed by another lecture. The following list reveals typical visitations: to various steel products industries, to woolen industries, to wood industries, to lumbering and farming concerns.

The trip is so arranged that the group has opportunity to talk with both the workers and some member of management. Of the industries visited many, though not all, are unionized, and one particular plant was rather violently anti-union.

Although a cursory visit has definite limitations, students have some opportunity to observe a number of industrial processes, obtain a better understanding of working conditions, working hazards, precautionary safety measures used and an appreciation for labor's as well as management's viewpoint. It is believed that as a result of this experience graduates are more prone to provide similar experiences for the classes they later teach.

Students write a weekly report of their observations.

Field Trips Related to the Social Science Area. Experiences are related to several social science courses. In one course consideration is given the rural and urban community. One rural community is studied; one small industrial and one
large industrial community are studied; a one or two-day visit is devoted to each.

In another course dealing with labor and industrial relations three industrial plants are visited. Of these one is a one-industry progressive industrial community. Oneida Community Plate was placed in this category and visited. The other two are typical industries in urban settings. The group contacts people who provide a background relative to labor-industry policies.

A third course is pending and its concern will be with social problems and social institutions. Persons, mental hospitals, institutions for defective groups will be emphasized in this course.

Cortland State Teachers College also provides experiences via trips and excursions in order to make various history courses more meaningful. This type of experience is explained in some detail in the review of the Oneonta program and will not be repeated.

The Use of Radio As a Field Experience

Prior to visiting Cortland the adaptation of radio to use as a field experience had not occurred to the writer. In some respects, student programs may well be considered as directed field experiences. The end results of radio experiences should ideally provide benefits to student, school and community. In view of this an explanation of the Cortland radio venture is included.

During the past two years the State Teachers College at
Cortland has presented four weekly programs over the local radio station WKRT and WKRT-FM. The following excerpt from the Cortland Alumni magazine will give the reader an idea of the scope of the use of radio as a service to the community and as a desired experience in teacher education.10

"Cortland Takes the Air"

Mrs. Olla Rickett, College radio coordinator, announces continuation of the weekly program "State Teachers College Takes the Air" for the third year. This is a diversified program designed to present various phases of our college activities to the listening public. . . . This program has been aired every Wednesday while the college is in session, since that opening program. The schedule is so arranged that each program is under the direct supervision of one member of the faculty. In this way many of the students of the college and children in the campus school are given an opportunity of microphone experience. For two years "The Cortland Children's Theatre," directed by Mrs. Rickett, produced a children's classic every Saturday morning. . . .

The "Town and Gown Forum" aired every Sunday from 1:30-2:00 P.M. . . . is designed to present questions of current interest in the community. A recent program, for example, was concerned with the question of the proposed arterial highway construction. Townspeople, guests from other communities, college students and faculty members are presented at various times.

The Hilltop Masquers . . . which produces the best of the modern and classic dramas . . . has added another feature to its already crowded program. This is a weekly half-hour dramatization of classic plays on Fridays at 9:30 P.M.

In addition to these regularly scheduled programs, the English department is currently offering a series of programs on "The Contemporary Theatre." Second semester the Science department and the Social Studies department will each present a series of programs on subjects related to their fields.

Several all-student productions have been broadcasted. A November 24, 1940 program dealt with audio-visual aids and was composed of a panel of students. Another 1948 all-student broadcast was titled "Recent Children's Books."

The College feels that the radio programs serve three distinct purposes:

1. To acquaint community with college.
2. To provide campus school children with broadcasting as a learning experience.
3. To prepare future teachers to take advantage of this medium in their later teaching.

Students who reveal exceptional promise in the radio-speech class frequently serve as announcers. However, the intent of the class is not to prepare radio announcers.

The current use of radio in teacher education programs does not seem to be extensive. Yet this medium with its strong influence upon every child has been with us for over a quarter of a century. The State Teachers College at Cortland is conducting a unique experience in this respect. The radio may open new areas of school-community relationships rich with experiences for the prospective teacher. For this reason the application of radio to teacher education may merit further study.

Summary of Cortland's Field Experiences

The field experience programs play an important role in the education of teachers at this State Teachers College. In terms of general classification they would fit into the following categories: 1) field experiences, in the form of visits,
excursions, individual observation and participation as a stated requirement of certain courses; (2) the use of the College's camp to provide various out-door experiences essential for majors in health, physical education and recreation, and (3) the adaptation of broadcasts over the local radio station to provide experiences in school-community communications.
COMMUNITY STUDY WORKSHOP*

DEPARTMENT OF EDUCATION
Baltimore, Maryland

Aim

The in-service Community Study Workshop in Baltimore places emphasis upon curriculum revision, child aculturation and community action.

More specifically its objectives are:

(1) to help teachers understand the community so that the curriculum will reflect community needs and that teaching will utilize a variety of community resources, (2) to appreciate the social setting in which pupils and their parents, live, work, and play so that teachers will acquire deeper understanding of the factors influencing child development, and (3) to prepare teachers and ultimately pupils to participate with community agencies in planned and cooperative living.11

Explanation of the Program

In 1947 the Community Study Workshop program was started with 75 teachers participating. The enrollment rose to 275 in 1948, to 600 in 1949 and to approximately 800 during the current year. Teachers, supervisors and administrators, representing all educational levels and numerous subject fields, are participating in this in-service program of community study.

The program originated with a three year pattern, but

*Data explaining this program were secured from Baltimore Department of Education bulletins, from visits with Mr. Harry Bard, Coordinator of the Community Study program and through attendance at several of the meetings.

This material was reviewed by Mr. Bard.

has been developed to include an additional fourth year. The program for each year is explained in the following pages.

**First Year Program**

In the first year three broad community areas are studied; namely, housing, culture patterns and government. Four or five two-hour meetings are devoted to each area.

**Housing Series.** Many facets of Baltimore housing are studied. The teachers, through directed excursions to sub-standard areas, public housing projects and redevelopment areas, become acquainted with this vast problem. Excursions are supplemented with lectures by authorities from the field of private, community and federal housing agencies. Institutions of higher learning provide consultative help.

The program pattern for the current year is reproduced from a mimeographed schedule furnished by the Department of Education, 3 E. 25th Street, Baltimore 18, Maryland.

Section A: 12 First and second Tuesdays starting with October 4, all meetings 3:50-5:30, except the culture patterns which may run one-half hour later.

**Housing Series**

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Speakers and Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Oct. 4</td>
<td>Mr. Yates Cook: Illustrated lecture &quot;Health and Housing&quot;</td>
</tr>
<tr>
<td></td>
<td>Baer School</td>
<td>Mrs. Alma Harrison Ambrose: &quot;Sanitation and a Clean City&quot;</td>
</tr>
<tr>
<td></td>
<td>Auditorium</td>
<td>Inspector William Forrest: &quot;Law Enforcement &amp; Housing&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Burton M. Parks: &quot;The Civic Development Program of the Balto. Assoc. of Commerce&quot;</td>
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</tbody>
</table>

12The first year program has been divided into two sections, A and B, in order to facilitate accommodation of the high enrollment. Section B follows a similar pattern to that outlined above, but meets on alternate weeks.
As is evident the Community Study program is opened with a general orientation lecture. Qualified speakers acquaint the members of the laboratory with the overall housing picture in Baltimore. The next meetings consist of an excursion to a sub-standard housing area followed by another orientation and concluded with a second excursion to a public housing project.

Teachers, generally categorized as middle class, frequently find it difficult to understand the problems of children who come from the sub-standard housing areas. Direct exposure to these areas should provide the teachers with greater insight into the problems of the children living there.

Culture-Patterns Series. The purpose of this area of study is to familiarize teachers with the heterogeneous makeup of Baltimore's population. The group, through visits
to several community and religious centers, has opportunity to observe and learn about the various ethnic, religious and racial patterns and customs that exist in their city.

A reproduction of the Department of Education program of Culture-Pattern Series is presented.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Speaker/Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Dec. 6</td>
<td>6:00 PM</td>
<td>Greek-Orthodox Evangelismos Church, Maryland Ave. &amp; Preston Street</td>
<td>&quot;Greek-Orthodox Culture Patterns&quot; Rev. Joakim Papachristou</td>
</tr>
<tr>
<td>6. Jan. 3</td>
<td>6:00 PM</td>
<td>Chizuk Amuno Congregation, Eutaw Place &amp; Chauncey Ave.</td>
<td>&quot;Jewish-Hebrew Culture Patterns&quot; Rev. Dr. Israel M. Goldman</td>
</tr>
<tr>
<td>7. Feb. 7</td>
<td>6:00 PM</td>
<td>First Baptist Church 4200 Liberty Heights Ave.</td>
<td>&quot;Protestant Culture Patterns&quot; Rev. Mr. Theodore E. Miller</td>
</tr>
<tr>
<td>9. Mar. 7</td>
<td>6:00 PM</td>
<td>Morgan State College Christian Center Arlington Ave. &amp; Hillen Rd.</td>
<td>&quot;Negro History &amp; Negro Literature&quot; Mr. Howard C ornish &amp; Others</td>
</tr>
<tr>
<td>10. Mar. 14</td>
<td>6:00 PM</td>
<td>Baer School Auditorium</td>
<td>&quot;Intercultural Education&quot; Miss Helen Garvin: &quot;Ethnic Relationships&quot; Mr. John Dickman: &quot;Interfaith Relationships&quot; Mr. Alexander Allen: &quot;Inter-racial Relationships&quot;</td>
</tr>
</tbody>
</table>

This area of study provides direct contact with various racial, ethnic and religious organizations. The excursion is planned so that the participants hear from a leader of the
culture being observed, view exhibits of materials significant to that culture, discuss the religion, hear the music, and partake of food characteristic of the culture. The principal purpose of these activities is to gain insight into the culture and its influence on children coming from this culture. Such study brings about a better and more thorough comprehension of the actions and attitudes of the young products of a particular group or culture.

A group meeting related to culture patterns emphasizes intercultural education and concludes this area of study.

**Government Series.** To complete the first year pattern of community study a series of government excursions and talks are scheduled. The city government is first considered, the county government follows and the state government concludes the pattern.

The following reproduction of the Baltimore Department of Education program presents the excursions concerned with government study.

**Government Series**

11. April 4  
City Hall, Board of Estimates Room and Excursion  
"Government of Baltimore City"

12. May 2  
Baltimore County Court House Towson  
"Government of Baltimore County"

13. May 9  
Baer School Auditorium  
"Government of Maryland"

**Second Year Program**

The emphasis of the second year program is directed to the study of special interest areas. These interest areas...
may be city-wide or school centered. In the second year greater latitude is permitted as regards the individual teacher's felt needs or particular interests. Ten of the fifteen meetings are arranged so that various groups realize experiences related to their chosen interest areas.

City-wide Interests. By way of illustration, groups have been organized to study health, recreation, ethnic and inter-racial patterns, social welfare, government and historical resources on a city-wide basis. Teachers from various parts of the city and from various educational levels meet as a group and consult with local and national authorities. Dr. Wilmer Schulz of the Baltimore City Health Department has served as a consultant to the health group. Dr. Joseph Ray, Head of the University of Maryland Government and Political Science department, has been employed as a consultant to groups interested in government study.

These interest groups make a study of the problem areas and strive to relate these to the curriculum. In light of their findings recommendations are made for curriculum revision. Several examples illustrate recommendations made by specific interest groups: The health group recommended that more emphasis be placed upon teaching the dangers of lead poisoning and rat infestation; One recreation group made suggestions for expansion of school-recreation programs during the summer months.

School-wide Interests. Teachers who are interested in studying problems related to the school form in groups of ten
or fifteen and meet in their particular school. These groups deal with problems that are critical to school situations.

For example, one school group made a study of the smog problem and another considered the traffic problem. Each group made recommendations for improvement and curriculum revisions.

Excursions, discussions and lectures are compounded to provide a better understanding of community health and recreational facilities and problems. Many of these are found to be related to the school, and the teacher, because of his newly acquired knowledges, finds himself in a more favorable position to cope with these problems.

Third Year Program

The third year pattern follows the second year program but allows for still more concentrated study of specific areas with major attention on the community-action purpose. City-wide and school-centered groups aim at some program of community improvement. In one school the faculty, with the help of service organizations, organized a recreational community program. In another school the faculty, with the cooperation of civic agencies, cleared a community lot and converted it into a garden.

Groups frequently reproduce resource booklets, the results of their combined findings. Several of these have been duplicated by the Department of Education and have been distributed among teachers - non-participants as well as participants.
Fourth Year Program

The latest change in the three-year Community Study has been the addition of the fourth year sequence in September, 1950. Some of the teachers who had completed the three-year sequence requested an additional year to be used for research and study of the seminar type. Members of the seminar, either individually or in small groups, do research on particular problems or work to affect definite community betterment. The participants report their findings and/or accomplishments in the seminar meetings.

Consultants are brought in from social and governmental agencies as well as from institutions of higher education. Occasionally a research expert meets with the group to help them organize, conduct and record their research in a systematic manner.

In most instances the outcomes of each project are also summarized in a written report.

Requirements of Participants. Each teacher who desires University credit for the experience must complete a paper covering a specific subject or problem related to a particular grade level. Papers dealing with such topics as follow have been written: "What Significance Does the Experience Have for You in Your Teaching?", "What Significance Does the Experience Have for Curriculum Revision?". The teacher may also explain what he has done as a result of the paper either as a teacher or as a citizen.

Registration for Credit. Participation in community study is on a voluntary basis. Credits for salary incre-
ment are allowed by the Department of Education and this serves as a stimulus for some teachers.

The University of Maryland has approved the sequence of Community Study courses for credit. Students desiring credit must register with the University. Those who enroll for University of Maryland credit are under the joint guidance of the Department of Education coordinator and a university staff member, and must complete a paper in accordance with university specifications.

Although credit is allowed for Community Study, many teachers enroll on a non-credit basis. This may attest to the value of the experience.

**Evaluation of the Program**

Each participant evaluates his experiences in the program. These evaluations are usually extremely favorable. Supervisors and administrators have stated that marked changes may be observed in many teachers' attitudes and understandings as a result of the experience.

Youngsters in the primary and secondary schools today study their community through directed visits and excursions - activities emanating from their mentor's participation in community study.

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13 Baltimore's salary schedule is based on number of credits earned and not on professional degrees held. Consequently many teachers in Baltimore accumulate many in-service credits and apply these for salary increments. Teachers who have accumulated 150 credits through travel, in-service courses, etc. will qualify for a higher salary than a person graduated with a bachelor's degree.
Summary of the Community Study Program

Harry Elmer Barnes' observation that man has his mechanical foot in an airplane and his social foot in an ox-cart is an accepted truism. Aware of this social lage, the Department of Education in Baltimore has embarked in a new venture of in-service education. The writer believes that school officials do not feel that this gap has been closed, but rather they feel that through Community Study the gap may be narrowed in time.

The Baltimore aim as outlined in the opening paragraphs emphasizes the application of what is learned toward better understanding of the community and the school and toward curriculum revision in light of meaningful experiences for children.

The Community Study program has relationships with over one hundred different agencies during one school year. The impact of these interrelationships is difficult to evaluate, but the potential seems great.

This program, although organized for in-service education of teachers, could become the basic strategy in an undergraduate educational sociology course in a teacher education institution.
A PROGRAM OF WORK EXPERIENCE, LEADERSHIP ACTIVITIES, AND THE UTILIZATION OF OFF-CAMPUS CULTURAL OPPORTUNITIES*

THE GEORGE WASHINGTON UNIVERSITY
School of Education
Washington, D. C.

This institution provides field experiences integrated with professional courses, both on the undergraduate and the graduate levels, as well as a program of elective experiences and an elementary school apprentice teacher fellowship program. Each is explained briefly in this report in the order indicated above.

Aim

The staff of the School of Education believes that general education cannot be obtained solely in formal classes and that practical experiences must be provided to aid in the well-rounded development of those students who aspire to teach and those experienced teachers who pursue graduate studies.

To carry out this belief the School of Education is committed to a policy of providing practical field experiences as a part of all of its courses.

Explanation of the Overall Program

The George Washington University School of Education expects prospective teachers to have experiences in four areas:

*Data explaining this program were secured from the George Washington University bulletins and through a conference with Dr. James Harold Fox, Dean of the School of Education.

This material was reviewed by Dean Fox.
(1) work experience, (2) leadership activities, (3) participation in student campus activities,\textsuperscript{14} and (4) the utilization of off-campus cultural opportunities. The manner in which this institution determines a program for an undergraduate student is explained in a subsequent section of this report.

Although the program of non-academic activities is not mandatory, a desirable balance of varied experiences is expected. The manner in which these are met is left to the discretion of the individual student. Experiences are recorded in the Dean's office and are evaluated by the faculty at their periodic reviews of individual qualifications. These experiences are among the determinants as to whether a student may continue as a teacher candidate.

The field experiences at this institution may be categorized as being (1) related to and an integral part of professional courses, and (2) non-directed experiences pursued by individual students in order to obtain a balanced background. Each of these categories will be explained briefly.

\textbf{Experiences As an Integral Part of Professional Courses}

In the junior year of a four-year program all students enroll in the \textit{Society and School} course. The catalog description of the first half of the course follows:

The first term of the course attempts to promote an understanding and appreciation of the role of

\textsuperscript{14}Participation in student activities is considered a desirable experience but is excluded from this report since it does not qualify as an off-campus experience.
schools in the sound promotion of the enduring interests of our democratic society. More particularly, it attempts to develop a functional understanding of the contributions of all social agencies in the education of people and of desirable cooperative working relations that help the school to play its part as a member of the institutional "team" of the community.\footnote{The School of Education. \textit{Bulletin}. Washington: The George Washington University. Vol. XLVIII, No. 6, September 1949. p. 20.}

The first half of the above course is inaugurated with lectures and discussions relating to the role of education in terms of international, national and local needs. Students make a comprehensive study of local social agencies and visit those institutions with which teachers should be familiar. Approximately four to ten visits are arranged to various churches, the police boys' club, the 4-H, the National boys' club, hospitals and other institutions. Attention is focused upon the educational values of these institutions and their relationships with schools. Subsequent discussions and lectures are aimed toward further clarification of this idea.

The second half description of the course \textit{Society and School} follows. It also combines out-of-school experiences with formal study.

The second term of the course is concerned with study of the school as a whole - its purposes, program of studies, out-of-class activities, general organization, and major instructional problems. Although schools at all levels are studied, students give particular attention to schools at the level within which they are preparing to teach.

During both terms of this course classes meet
for lecture and discussion two hours a week. At least an equal amount of time is spent in field study. During the first term each student makes an extended study of one cooperating social institution and shorter studies of ten others. In the second term extended study of schools at the level of the student's special interest is supplemented by briefer studies of schools at other levels. Class discussion is largely determined by field experiences.

This course is also intended to provide the student with exploratory experiences of guidance value. The performance of the student in the first term of the course is also given careful consideration by the Faculty in its review of the list of candidates at the beginning of the second term of the junior year (senior year for those enrolled in the five-year program).

In the first semester of this course the student had opportunity to view education as it is related to a number of social institutions. In the second semester he views education in the formal school. Approximately four to ten visits are arranged to permit observation of the overall school organization. A visit to a kindergarten is followed by a visit to primary school, and finally the group views all levels. Each student then selects a particular level and makes an intensive study. Each student writes comprehensive reports. Group and individual experiences are integrated with classroom discussions in Society and School.

In the senior year the course titled Common Teaching Skills is taken. The catalog description follows:

The course is concerned with the skills needed

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16 The underlined section of this plan has been modified. During the current semester each student has made four or more studies of moderate length, thus becoming quite familiar with at least four institutions.

17 The School of Education, op. cit., p. 20.
by teachers in connection with classroom management, homeroom procedures, administrative routines, activity sponsorship, group planning, and public relations.

As in other professional courses, classes meet two hours a week for lecture and discussion and students devote at least an equal amount of time to field work. The observation of classroom teaching done in connection with the Observation Course (Education 133), for which students are normally enrolled concurrently, supplements the field work of the course.18

In the junior year the student begins his professional sequence by studying first the social institutions and secondly the overall school program. In this above course, Common Teaching Skills, attention is centered around actual classroom situations. Field experiences are in the form of directed observations.

Another senior-year professional course at the George Washington University concerns special methods and it also requires field experience participation. The catalog description of the Special Methods course follows:

Special Methods Courses.--Associated with each teaching field is a course dealing with its special teaching problems. In addition to the study of practices followed by successful teachers, actual teaching content as found in current texts and courses of study is reviewed. Needed content, not included in academic courses available for teaching field preparation, is taught in these courses.19

Emphasis is placed upon special methods and seniors have opportunity to observe and visit with outstanding teachers of specific subject areas. The formal program of practice teaching follows in the final semester of the senior year.

18 Ibid., pp. 20-21.
19 Ibid., p. 21.
Summary of Experiences Related to Professional Courses

at the Undergraduate Level. In summary the program provides for off-campus visitation and observation as a supplement to formal course work. At the outset social institutions are considered in terms of their educational functions and their relationship to formal education. The second semester, with the same course and its related experiences, centers around the broad aspects of school organization. The third provision deals with a classroom situation and the fourth with special methods. These experiences lead to and are climaxed by an organized program of student teaching.

Related Experiences in Graduate Courses. Although this study is primarily concerned with field experiences related to undergraduate programs of teacher education, a brief resume of the George Washington University program is included in order to further define the philosophy of this institution in regard to field experiences. As was stated earlier, the School of Education is committed to a policy of integrating experiences with formal study.

In the graduate course, Secondary School Management, two projects serve as part of the out-of-school requirements. Each person is required to evolve a master schedule and this must be documented with data obtained through conferences with teachers and school administrators. The second requirement revolves around a selected problem. Library work orients the student with the theoretical aspects of the problem. Visits to schools, conferences with teachers and supervisors provide the framework for the practical or real aspects of
the problem. The theoretical findings are synthesized with the actual or practical approaches.

This type of procedure, with modifications, is followed in other graduate courses.

Determining a Program of Experiences

Although the School of Education obtains a large portion of its student body from the George Washington University junior college, an attempt is made to orient and plan field experience programs prior to entrance into the School of Education. An adviser from the School of Education meets with prospective education students and explains the desirability of an adequate, well-balanced background of experiences. Prospective education majors file statements of past and current experiences on a "balance" sheet. Experiences are planned accordingly to provide a broad background in the following areas: (1) work experience, (2) leadership activities, (3) participation in student campus activities, and (4) the utilization of off-campus cultural opportunities.

Students plan their own experience programs in conference with a staff member. Not later than one month following the matriculation in the School of Education, the student's plan, approved by his adviser, is submitted to the Dean of the School of Education. The responsibility for informing the adviser regarding the fulfillment of plans rests upon the student.

The manner in which a student enriches his general program is periodically taken into consideration when the faculty
reviews qualifications of candidates.

Students who do not come from the junior college program plan a balance sheet at time of entrance into the School of Education.

The Future Teachers of America organization at this institution assists faculty advisers in planning balanced experiences for in-coming students. The FTA is composed of senior and graduate students who have themselves met the "balancing" requirements. They are well equipped in light of their own experiences to assist in planning programs.

Types of Elected Experiences

This brief resume is in reference to the experiences students have "on their own" rather than experiences related to or an integral part of specific education courses explained earlier. The four areas in which a student should have experience are herewith mentioned.

In reference to success in working with children, students and adults, the prospective teacher engages in community endeavors that will award him an optimum experience. Participation in such activities as the YWCA, YMCA, social agencies, etc., follows the patterns outlined in the Syracuse, Wayne, Cortland and Miner reviews.

Each student is expected to have work experience in not less than two non-teaching jobs. This work experience is further defined in that it must be for remuneration and must be of a type from which the student could be discharged. Experience in summer employment or part-time work for pay would
be acceptable for fulfillment of this area requirement.

With respect to leadership activities the student must serve as a leader in a specific group or social setting. Some of the possible experiences are teaching a Sunday school class, participating in scout work, leading campus activities, or acting as a leader in recreational work. The emphasis of this area is leadership experience.

Students are also expected to relate some of their campus activities with the area of teaching they wish to pursue. This experience allows for further development of particular interests but is not a field experience for purposes of this study.

The School of Education staff feels that the student will receive little from the experience unless he himself is sold on the idea and volunteers for the experience. The staff emphasizes guidance — developing an attitude in terms of an individual's need — rather than in compelling students to participate through prescription.

All field work is handled by students. Arrangements for visits, letters of appreciation and other phases of the program are group responsibilities. The director of field work and other staff members serve in a consultative capacity.

**Elementary School Apprentice Teacher Fellowships**

In order to coordinate its field experience programs the College of Education has devised a unique plan which will permit students to serve one-half of each day, five days per week, as elementary school fellows. This arrangement is ex-
pected to provide excellent opportunities for school and community experiences. Students will receive 60 to 75 dollars monthly remuneration for assistance they may give to classroom teachers. It must be emphasized that this program is not a part of or a replacement for student teaching. Arrangements for this apprentice fellowship program have been completed with two county superintendents. Students will be placed under this plan for the first time in the 1950-1951 school term.
COOPERATIVE PROGRAM WITH LOCAL INDUSTRIES*

KENT STATE UNIVERSITY**
Kent, Ohio

Aim

The aim of the Kent State program is to provide work experiences in industries for Industrial Arts students who have had little or no previous industrial experience. College officials feel that through work experience the students should develop an appreciation of the worker and his problems, an understanding of production methods, the organization of personal and physical facilities, aspects of safety, and, in general, a greater insight into labor and management problems.

Brief Explanation of the Program

The Cooperative Program with local industries had its origin in 1944 under the joint sponsorship of Messrs. Dewey F. Barich and E. W. Tichendorf. At that time the University's limited facilities were augmented by provision for manipulative experiences under the cooperative program. Since the

*Data explaining this program were secured through correspondence and through a personal visit with Mr. E. W. Tichendorf, Professor of Industrial Arts at Kent State University. Mr. Tichendorf reviewed this data.

**Kent State University also had a cooperative program with the Chrysler Corporation in Detroit. This program parallels Wayne University's program and is described in that review.
expansion of the University plant, the emphasis has been shifted toward gaining a broader understanding of the problems associated with modern industry.

Students of junior and senior standing, as well as some graduate students, have been placed in industries cooperating with the University. University credit is allowed for these experiences. Students under the Cooperative Program enroll in Industrial Arts 445.

Following the return of veteran students, work experiences have diminished for two reasons; namely, veteran students are eager to complete their degree requirements and many veterans have had industrial or comparable experiences.

Basis for Student Participation. At no time did the cooperative program involve all students enrolled in the Industrial Arts curriculum; the participation has been voluntary. Work in industry is encouraged especially for juniors and seniors who have had no industrial experience. Effort is made to evaluate the needs of the individual. An attempt is made to prevent duplication of experiences. The type and breadth of experience is determined by the student and the faculty.

Participating Industries. The following is a partial list of industries in which students have been placed:

Chrysler Corporation, Detroit, Michigan
Ford Trade School
Goodyear Tire and Rubber Company, Akron, Ohio
Thompson Products, Aircraft Division, Cleveland, Ohio
Lamb Electric, Kent, Ohio
Darwall, Inc., Ravenna, Ohio
Goughler Machine Co., Kent, Ohio
Also local building contractors, painters and furniture manufacturers.
Selection of Industry. Individual students make some of the contacts with industries but the majority are made by the faculty. Economic conditions and seasonal factors influence the willingness of an industry to add a temporary person to its payroll.

Generally speaking, any legitimate industry that can contribute worthwhile experiences and is willing to cooperate in this venture is considered in the selections.

Pre-placement Procedures. The individual student and his faculty adviser discuss the work found in industry and the type of experiences the student should seek to gain. Each student is expected to write a paper on some related subject, i.e., machine operation, union activities, policy, or materials processed.

The student passes through the same hiring procedures as would any other worker. This is viewed as an important aspect of his exposure to industrial workings. No written contract involving the school, student or industry is negotiated. A special form (Consult Appendix B, p. 319) permits the coordinator to visit the industry to observe the student.

Nature of Experiences. The nature of experiences Kent students receive are dependent upon the nature and attitude of the industry concerned. Students who serve on the Goodyear "squadron" are used to fill jobs of absent workers. Frequently this provides a broad overview of the production phase of the industry.

Students who are placed in the Chrysler Corporation receive experiences similar to those awarded Wayne students.
These experiences are chiefly concerned with the metals area.

Several drafting teachers who had no previous industrial experience were placed in an industrial drafting room. Their experiences were rich and their teaching reflected technical growth. Students who worked with local building contractors performed many types of work. Students employed in a furniture plant did various hand and machine woodworking operations. They also received experiences in industrial finishing.

The individual's needs play a dominant role in selecting experiences that would be most beneficial. However, the availability of local placement opportunities also determines the range of activities that may be provided.

**Supervision of Student.** The student is under the direct supervision of the person or persons for whom he works. The University asks that the student be given as many varied experiences as is possible and industry has usually responded favorably by rotating the student worker.

The University coordinator tries to visit each student twice during each six-week period. He spends some time with the student and with the supervisor.

**Data Gathered.** Each student keeps a daily diary of his experiences. This diary is condensed, following instructions explained in Appendix B, p. 320 and sent periodically to the coordinator. The student is also expected to write a paper on some related phase of the industry.

**Group Meetings Related to Experiences.** As mentioned above the coordinator attempts to visit the student worker twice during each six-week period. When five or more students
are placed with local industries, a two-hour class session is held for all cooperative students.

Frequently reading assignments are made. These are determined by the nature of the industry, and type of experience the industry affords.

In addition, the daily diary and related paper are required.

Follow-up to Experience. There is no follow-up to the industrial experience. The student is graded on the basis of his diary, paper, the supervisor's evaluation and coordinator's observations.

Remuneration for Experience. Remuneration for the student is a secondary matter insofar as the University is concerned. The student and employer decide on this matter. The coordinator is alert to any tendency whereby the student may be exploited in terms of wages or narrow experience. Ordinarily the student is paid the prevailing rate that would be paid any worker performing similar work and having similar qualifications.

Credit Earned through Experience. In order to receive credit the student enrolls for Industrial Arts 445.

The amount of credit awarded by the University is determined in terms of type and length of experience. On the undergraduate level, students working on a one-half time basis (twenty hours per week) receive three hours of credit for a six-week period. Students employed full time (forty hours per week) for a six-week period are granted five hours of credit if the work is satisfactory. Graduate students are
awarded less credit for comparable periods.

Credit is not allowed in Industrial Arts 445 for past experience in industry.

Labor's Stand Regarding the "Coop." To date labor unions have not opposed student placement on a cooperative basis. University officials feel that labor unions have looked favorably upon the venture.

Management's Stand Regarding the "Coop." The writer had opportunity to talk with two management people who were or are responsible for hiring and placement of students under the cooperative plan. In the case of one, his firm's high production had necessitated a cut-back in regular employees, and he felt that it would be impossible to resume the "coop".

In the case of the other employer, he felt that the good will emanating from this undertaking was worth any losses incurred. Students from at least two institutions were currently employed under the "coop" plan.

Summary of the Cooperative Program with Local Industries

The utilization of local industries for work experience has several advantages. In addition to simplifying the problem of supervision, work experience programs serve to unite the industries with the institution.

Kent State University has long felt the need for industrial experience for prospective teachers of Industrial Arts. With the influx of veteran students, its cooperative program with local industries has declined. University officials feel that it should be resumed as less experienced youth fill the ranks once held by experienced, older veterans.
A PROGRAM IN COMMUNITY PARTICIPATION*

MINER TEACHERS COLLEGE
Washington, D. C.

Aim

The aim of the Miner program is to put theory into practice by integrating community experiences with formal courses. The community serves as source material supplementing textbooks.

In the freshman year the laboratory experiences are only incidentally professional, yet they stress self-growth and self-development. As the student progresses in his college work, his laboratory experiences become more professional in nature. In general, the aim of the Community Participation program is to make course work more meaningful and to prepare a better teacher and a better citizen.

Explanation of Program

In 1947 the College graduated its first class to have the benefit of increased emphasis upon community experiences.

Participation in community experiences is an integral part of several education and psychology courses. Part of

*Data explaining this program were secured from Miner Teachers College bulletins and through a personal visit with Dr. Jane McAllister, Chairman, Department of Education, and Miss Ethel Price, Assistant Professor of Education, Miner Teachers College.

This material was sent to Dr. McAllister for her review.
the student's out-of-class assignment is in the form of participation in a community agency. The sequence of course work is required of all students and is planned to provide an understanding of people, schools and other community institutions. The needs and experiences of the individual student determine the type and scope of experience.

In the first semester the curriculum requires all students to enroll in Education 101 - Orientation in Education (3 semester hours). Students are required to visit schools and a few social agencies, thereby making early school and community contacts. Although only visits and observations are necessary in order to meet the minimum requirement of one hour per week, most students find opportunity for direct participation. Few students limit themselves to the one-hour requirement. The range over a three-year period has been from 28 to 50 hours per semester. Students participate either as leaders or as members of the group. There is little observation and it is usually limited to the first few days.

In the second semester the students enroll in Education 102 - Psychology of Living and Learning (3 semester hours) and herein are provided opportunities for the application of psychological principles to living and learning situations. The home, the college, the schools and the community all serve as a laboratory in which the prospective teacher may apply principles learned in the classroom. The observations and visits made during the freshman year are primarily in reference to schools. The community work is participational in nature rather than observational.
In the third semester the course Education 201 - Child Development (3 semester hours) - for the elementary teacher, or Education 211 - Psychology of the Adolescent (3 semester credits) - for the junior high school teacher, provide for classroom discussion and field study of children in the school setting, in the home and in play groups. Students are guided in making a simple case study and planning a guidance program for the pupil.

In the sixth semester two courses are scheduled to provide experiences. Education 302 - Principles and Practices (5 semester hours) - is intended for the prospective elementary teacher and Education 332 - Principles of Junior High School Education (3 semester hours) - for the person aspiring to teach in the junior high school. Both of these courses provide further bases for student teaching that is to follow in the seventh semester. In Education 302 principles of education are developed from the study of social problems found in observations, participation and reading. Each student spends from three to four hours each week in observing, participating and occasionally in doing some teaching. The length of time devoted is determined by individual needs and interests.

This brief resume of the program does not include all of the courses which rely in some degree upon field experiences. The history and philosophy course in the senior year is being made more functional through required visits to the local schools. To provide even more intensive study of community experiences, the College provides Curriculum and
Community and Field Experiences in Group Living as two courses which may be elected in the fourth year.

Selection of Agencies. The final responsibility of selecting an agency rests almost entirely with the student. The selection is made from a list posted by staff members of agencies desiring students. The instructor confers with the agency and sends a letter of introduction which precedes the student.

To a large measure, with the exception of schools, agencies utilized are associated with the Volunteer Service of Washington, D.C. During the past several years college representatives have been able to visit all the agencies and to consider each in terms of its potential value for the students.

Students have participated in the various recreation centers, settlement houses, nursery schools, hospitals, the Y.M.C.A., the Y.W.C.A., Police boys clubs, old folks' homes. Activities include craftwork, dancing, physical education and various recreational activities.

Periodically the college provides for a general meeting with supervisors from the various agencies. The students are responsible for having the supervisors attend these meetings. The writer had opportunity to sit with a group of five students, one of several committees, that was planning a coming meeting. During the general meeting each supervisor briefly explains his particular agency or work. The meeting is then dissolved into small committees in which several students and supervisors discuss mutual problems. This period
is followed by a general group discussion. The procedure described herewith permits students to meet people, discuss problems and plan for improvement of the programs.

Pre-Placement Procedures. Inasmuch as all aspects of the Community Participation program are an integral part of some specific course, pre-placement grooming is accomplished through class discussion with little difficulty.

Students complete Volunteer Service Personnel Cards, are given a list of social agencies and are provided with an introductory letter (Consult Appendix B).

Types of Experiences. The nature of the participation is largely determined by the needs of each specific agency served. The following excerpts20 should help to explain the types of experiences Miners students receive:

"At Freedman and Galminger hospitals little May and Joe wait eagerly for the students who will tell them the story of the Gingerbread Boy or play the quiet games which sick children enjoy. Old people ask, 'When will that nice young girl be back to write some letters for me?' The Social Service Club visits the sick at Freedman's Hospital, carries on Christmas caroling for various people in the neighborhood, sends boxes to the Groom School in Maryland and has had a picnic with the girls at Groom School.

"In an attempt to solve important community problems the Citizens Association of the LeDroit Park Area wanted accurate data on property owners and renters. . . . Juniors planned the house-to-house survey and freshmen helped carry it out.

"Two veteran students are working with a policeman to establish a boys' club in the Monroe

School neighborhood. They have the newly decorated room and now they are trying to get the necessary custodial fee before the room can be used. They are thinking of a drive. . . .

"Six girls at the Interracial Nursery School which is supported by the Women's Auxiliary of the C. I. O. are helping to combat prejudice and to build world peace. . . . They do this as they help 31 little white and Negro children undress for their naps, dress for their play; as they converse with them while the children eat; as they supervise their arts and games, and tell them stories; as they meet with white and Negro parents in their club."

Supervision. The College relies upon the agency to provide supervision. It encourages agencies to establish training classes and requires students to attend. During the regularly scheduled meetings of the class, College staff members help students solve and interpret specific problems as these problems are sensed from reviewing diary accounts as well as from student discussions and reports.

At the end of nine weeks the College coordinators contact each agency by telephone in an attempt to check on students' attendance and quality of work.

In the final and semi-final examinations questions are included relative to community experiences. In addition, instructors discuss students' experiences in individual and group conferences.

Data Gathered. Each student keeps a "Volunteer Hours Card" which is similar to that employed by Wayne University (Consult Appendix B, p. 351). A committee of Miner students developed this card from materials received from Wayne University. Each student also keeps a log or diary of his experiences
Agency representatives evaluate the student-volunteer's service at the end of each nine-week period. This is a modification of the Wayne University form (Appendix B, p. 353). Miner Teachers College rating sheet is included in Appendix B, p. 322.

During the past two years Miner College has placed more emphasis on self-evaluation by the student. Such questions as, "What did you do that made you think you were cooperative, pleasant and willing?" and "What did you do during the four-week period that made you think you showed reliability, that you assumed responsibility?" are decided cooperatively by the class. Answers are also sought from the students' anecdotal records. The agency supervisor then agrees or disagrees with the students' self-evaluation. The following is one student's self-evaluation and is reproduced in whole. The remarks were made by the student's agency supervisor. The student's name has been deleted.

I. Was I cooperative, pleasant, willing, and enthusiastic in my community work?

Yes, I think I was. I always had a pleasant attitude toward the girls and my supervisor. I tried to be helpful and to show enthusiasm for the projects we tried to put over in an effort to encourage the girls.

Remarks:
I have found Mrs. ______ very cooperative and always eager to present some new ideas for the girls.

II. Was I responsible and reliable?

Yes, I tried to be. Of course there were occasions that necessitated my changing former arrangements, for I am married with a daughter who occasionally upset some previously arranged plan.
Remarks:
Yes, whenever she could not be present she called in time so that I could have something planned for the girls.

III. Was I well-balanced emotionally, not frustrated under unusual circumstances?

Yes, since I am married I feel that I am more mature than the girls I work with and never found any occasion that upset me emotionally. I receive a lot of experience in getting along with children in my own home by having to train and help my daughter to develop.

Remarks:
Yes, having a daughter of her own has helped her a great deal in working with our girls.

IV. Did I show initiative and responsibility in planning the work?

Yes, since I was the leader of a girl scout troop I assumed a great deal of responsibility in organizing and deciding what work the girls should do. Many times I gave extra time to help participate in their activities.

Remarks:
The girls could plan a well balanced program for a group of teen-agers.

V. Was I punctual?

Yes.

Remarks:
I have found her to be very punctual. There were times when she came early to plan her program or discuss the one used the week before.

VI. Was I a good leader?

Yes, I think so because I did not have any trouble getting the girls to cooperate or follow my suggestions.

Remarks:
The girls love her and are willing to cooperate with her. She is left with this group of girls alone. Girls are only left to work with a group alone after they have proven they are good leaders.

VII. The number of hours I think I have put in.

I think I have put in 44 hours of work
including time spent in actual meetings and activities.

Remarks:
We hope she will continue to work with these girls and we are always anxious to have Miner girls work with us.

All of the data collected become a part of the student's permanent file.

Reading Requirements. As explained above the Community Participation program is an integral part of specific courses and the community is utilized as one source unit. Readings are required for the courses as well as for particular activities.

Subsequent Experiences. As explained above the Miner Community Participation program is continuous throughout the student's college career.

Problems of Administration. Although the program has been enthusiastically received by the school and community as well as by participating agencies and students, it could be made more effective, College officials feel, if more volunteer training programs could be provided and if closer supervision were possible. Funds and time prohibit greater supervision.

Evaluation of the Program

College officials, as well as divisional supervisors under whom these people are now teaching, feel that present graduates who have had community experience equal or excel previous classes in terms of subject matter, knowledge of child development and community understanding. High scores on the National Teacher Examination and the favorable place-
ment on the City Examination achieved by this class seem to verify the above mentioned remarks. However, since there was no "control" group, the College feels that all favorable changes cannot be attributed solely to the community experiences.

Summary of the Community Participation Program

The Miner program of Community Participation gains success and effectiveness through (1) the close integration of community experiences with college courses, (2) the excellent college-community relationships that exist, and (3) the staff's conviction in the educational values derived from community participation.

The Community Participation program at Miner provides broader educational backgrounds for its students and at the same time contributes materially toward raising the level of community standards. The school, its faculty and its student body make important contributions as a result of sensitivity to community problems. The community, its various agencies and leaders, in turn, contribute to aid the College in numerous ways.
A PROGRAM IN SEPTEMBER FIELD EXPERIENCES*
AND FIELD SERVICE PROJECTS IN EDUCATION

OHIO STATE UNIVERSITY
Columbus, Ohio

Aim
The purpose of the Ohio State program is to afford a foundation of responsible school and community experiences that will serve as a background for professional study and teaching. University officials feel that participation in definite areas of experiences is essential and may serve as one predictive criterion in determining success in student teaching.

An Overview of the Programs
Before an education major is admitted to junior standing and is eligible to do student teaching, he must have at least 100 points\(^{21}\) indicating responsible participation in specific areas which have significance for teaching.

To meet the above requirements students must have

\*Data explaining this program were secured from various educational publications, from Ohio State bulletins and through conferences with various members of the University faculty. The writer had opportunity to visit Mr. L. O. Andrews, Coordinator of Student Field Experiences, Professors Allenbaugh, Haas and Smith, and Mr. Orval Ulry, Assistant Coordinator of Field Experiences. This copy was sent to Mr. Andrews for review.

\(^{21}\)Points for junior standing are allowed on the basis of one point for every clock hour spent in Education 505 (Community service agency experience), and twenty points for each full week spent serving in a school under the September Field Experience Program. Credit and points will be explained more thoroughly in the subsequent sections related to the specific programs.
experiences in at least the following three areas:

1. Experiences in some responsible job where you have worked for pay and have been subject to rules, regulations, and supervision of an employer.

2. Experience in leadership or supervision in some youth-serving agency such as settlement houses, camp counseling work, Boy or Girl Scouts, or in a school situation such as the September Field Experience Program.

3. Experience in working with people in your own age group or older adults in which you have carried or are now carrying responsibility or leadership. Include military experience.

This report will deal primarily with the experiences required in the second area since most students find themselves strongest in the other two. A part-time job during the school term or summer employment is a means of meeting the "work for pay requirement." Responsible participation in extra-curricular activities on campus may serve to fill requirements in the area of experience with adults.

The September Field Experience Program and the Field Service Projects in Education are two separate but related categories of directed experiences. They are separate since they deal with different agencies and institutions, at distinctly different periods of time and offer unlike experiences. The two programs are related in many respects, the main similarity being that they both strive to meet the same

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educational objective — to help students develop a proper perspective toward teaching.

In the section that follows, the September Field Experience Program is explained, followed, in turn, by an explanation of the Community Service Agency Experience Program.

The September Field Experience Program

Brief Explanation of the Program. In 1938 the College of Education developed the September general school exploratory experience program. The program as it now operates permits students to spend two or three weeks, full-time, in a public school during the month of September, since the public schools are in session prior to the fall term of the University.

Originally it was intended for sophomore students but has since been modified to allow juniors and seniors to participate. Some students, feeling that the benefits derived were considerable, have repeated the experience once and even twice.

Major Purposes of the September Experience. The philosophy underlying the program is to enrich the student's professional preparation through work experience in a school. Students perform a wide variety of services on a non-compensatory basis. While performing these services they are in direct contact with the school and have opportunity to work with and observe the staff as well as the children.

The following is a duplication of major purposes realized by freshman and sophomore students as set forth by the College
Major purposes realized by students: College freshmen and sophomores often can

1. See a whole school at work serving the needs of its community.
2. Find out what a teacher does -- see the whole job of the teacher.
3. Build a background for further professional study and growth, and
4. Form a basis for several personal decisions on teaching as a career.

As regards benefits derived by juniors and seniors the same sheet lists the following: (purposes 1, 2 and 3 listed above would also apply to junior and senior students.)

1. To serve as assistant (and substitute) teachers in their own major fields.
2. To discover and analyze many problems of teaching in their subject areas, and
3. To prepare directly for the increased responsibility of student teaching.

Selection of Schools. The College of Education Staff, with the aid of the Coordinator of Field Experiences, helps the students make arrangements with the schools. Generally, the students select a school within commuting distance of their homes, but they are not encouraged to select the high school from which they were recently graduated. They are encouraged to consider working in a junior high or an elementary school in their community or to go to a neighboring high school. In this way the problem of attaining status of a teacher will not be so great.

Students are urged to select a school which will provide the optimum experiences in terms of their own major and minor areas. Students complete the data required on the registration blank for school exploratory service (September Field Experience). This form is included in Appendix B-8.
On the basis of the data supplied by the student, the University assists the student in making the initial contact. The student is furnished with a University form letter (Appendix B-9) which serves to introduce the student and orient the administrator with the September program. Attached to the form letter is an explanation of the program and a sheet containing the student's history blank. This form is reproduced in Appendix B-10.

After the administrator approves a student for the September experience the coordinator of student field experiences sends a form letter expressing the University's appreciation. This form letter is included in Appendix B-11.

Types of Activities Students Perform. In addition to having an excellent opportunity to observe the many varied and complex problems associated with the opening days of any educational institution, students perform many useful tasks. The contributions made by the students serve to reciprocate the privilege of being placed in the school.

Usually the students begin their experience in the principal's office. Many are invited to attend the first teachers' meeting and any social gathering of the staff prior to the opening day of school. The student is gradually assimilated into the various school functions. The precise pattern is largely determined by the type of school, its organizational setup and its needs. The interests, needs, and adaptability of the student also play an important role in determining what responsibilities he will experience. In the above mentioned mimeographed sheet the following types of services
usually given by students are enumerated.

Types of service which students usually give:
1. Routine clerical help to administrators and teachers the first days of school.
2. Such general assistance throughout the school and community as may be directed.
3. Aid to teachers and pupils in the preparation and use of teaching materials.
4. Assistance to teachers with both instructional and non-instructional duties.
   (The student and the principal are each given a bulletin which contains a list of 27 different activities in which many students have previously engaged.)

Perhaps it is needless to point out that the manner in which students are accepted in the September program depends a great deal upon the attitude of the school's administration. The care in selection of schools must not be minimized and the manner in which school officials are oriented to the program must be emphasized.

Number of Students and Geographic Distribution of Placements in the September Program. As was mentioned earlier the program was first introduced in 1936. Since its origin the number of student participants has increased as is evidenced by the number of placements in the last three years: 1947 - 159 students, 1948 - 230 students and in 1949 over 300 students were placed.

During the past year over one hundred and fifty separate schools participated and these were distributed throughout Ohio and adjoining states.

Supervision of Students. Students serve under the direct jurisdiction of their particular school and the supervision of students is left, largely, to the principal of the school or to a department head or teacher designated by the principal.
The student assumes the role of an assistant teacher and he must conform to the rules and regulations of the school.

The College of Education makes a serious attempt to visit each student serving in the September program. However, only limited supervision has been possible during the past year. The wide dispersion of schools, a limited budget and a limited staff have made it impossible to visit each student in each school. A special budget item is provided but it is hardly adequate. In 1948, $300 was provided for travel. Two hundred and thirty students participated during this period. Approximately one dollar is provided per student for the supervisory staff in the September program as compared with $69.25 (spring quarter 1949 in the Department of Education) per student for student teachers. The visiting supervisor, in addition to giving the usual psychological "lift" can help the reticent student plan a comprehensive program. However, the primary purpose of supervision is felt to be in the area of public relations.

**Records of Experiences.** Each participant is expected to keep a daily log of his work, experiences and observations. Students are urged to collect such records, assignment sheets and report forms that may be of value to them in future courses; they are instructed to clear with school officials regarding all materials that are to be collected.

In addition to the daily log students are expected to keep records of observation of specific children that have been selected. With the aid of some teacher an extensive case study may be undertaken.
Since the school is a community institution, the study of the community is encouraged. Collection of data relative to community organization, its population and problems is desired.

**Evaluation of Experiences.** Each student is expected to make a critical evaluation of the daily benefits resulting from his experience. At the conclusion a general summation of these benefits is made.

A report form is sent to the principal and he comments on the student's work. The form employed for this purpose is included in Appendix B-12.

**Credit for the September Field Experience.** In the opening paragraphs of this report mention was made of the 100 point requirement of participation in specific experiential areas. In addition to meeting at least a part of this requirement students who complete two full weeks of service in a school may enroll in Education 502, Interpretation of Field Experience in Schools, and be eligible to receive 2 credit hours. Education 502 consists of a series of conferences during the early part of the quarter following the September experience. Opportunity is provided for discussion and evaluation of the September experience. Each student must complete a formal report evaluating his experiences. Education 502 is an elective course.

**Reaction of Students.** Very few students react unfavorably to the September program. Those who do are usually students who found themselves exploited through an overdose of clerical work. Occasionally students have complained that
they were not given anything to do. Some students find the experience so distasteful that they give up the idea of preparing to teach.

The following comments were made by various students regarding their September experiences. Due to limitations of space they are reproduced only in part.

"On Monday I came to school with an observation schedule already set up. Mr. T. had told me on Friday that most of the activity in the office was now complete... and now I was to be on my own except for his advice when I felt I needed it. During my first three days of observing, I attended classes in social studies, science, mathematics, English, Spanish, French, public speaking, dramatics, industrial arts, music, and homemaking, on all levels.

On Thursday of that same week, Miss B., teacher of Spanish, asked me if I thought I was ready to take over her elementary class for a recitation period. She spent an hour with me, briefing me on what had been assigned the previous day for that day's lesson. Her lesson plan was very complete."

"During my first week at M. I spent most of my time in the office. There I discovered what a mass of paper work backs each student. Triplicate schedules, attendance sheets, new pupils' reports, transfers, transcripts, special permits, book cards, and so on. . . ."

"In summary, I'd like to say that my September field experience has been both interesting and valuable because it has given me a broader outlook on the whole field of education. It has brought so many questions to my mind about different problems in teaching that I'd never have become interested in otherwise. It has provided a good practical background to refer to for the education courses that I'm taking. . . . I have gained a better understanding of what is expected of a teacher by other teachers. . . . Before I started my field experience, I wasn't quite sure whether teaching was the kind of job that I'd like to do the rest of my life, and after the first week at C., I was sure that I was going to do something else. Then, after my second week there I began to feel that there was a place for me in teaching if I could do something for these children and through this experience my mind was definitely set to teach."
"In the first place, this experience has helped me to make a decision about teaching as my vocation. . . ."

"I would like to say that this work was not required for junior standing because I have already passed all requirements. It was an elective, and I feel that I have gained more practical knowledge out of this work than I have out of any other course that I have taken at the University."

"If all embryonic teachers could experience the satisfaction, enthusiasm and courtesy which I did in this field service, I feel certain that they would return to college with new determination to make of themselves the best possible educators."

Summary of the September Program. This program is one means of providing professional experiences for the prospective teacher. The unique manner in which a particular period of time is utilized as well as the organizational procedures employed make this a multi-value program. Experiences are provided as early as the freshman or sophomore years and this helps students to determine whether teaching is their chosen profession; it also helps students to arrive at a wiser choice of grade level.

The experience aids the participating schools in numerous ways. Students help by performing many duties. The school has opportunity to observe students and "reserve" certain persons as possible replacements. Students may be a source of new educational ideas and serve as liaison between the school and university, helping schools to get a better idea of the total problem of providing laboratory experiences for prospective teachers.

The September program serves to benefit the mother institution in several ways. Students presumably become better
teachers and this factor combined with favorable contacts they make later aid in placement of graduates. The liaison of participating students establishes a closer university-public school tie.

The September program provides two other areas of understanding which are usually not provided in other common laboratory experiences. The student becomes familiar with the problems of opening school and of the function of administration. These are important in giving the beginning teacher poise and security.

Field Service Projects in Education (Education 505)

Brief Explanation of the Program. Education 505 is a practicum course and provides opportunities for prospective teachers through which they may gain practical experience by working with children and adults in social agencies.

Major Purposes of the Program. The course, Education 505, may be used to serve several purposes. Experience gained in this program may be applied toward meeting the 100 point field experience requirement necessary to attain junior standing. Also credit earned in this program may count toward meeting professional elective requirements, and lastly students gain self satisfaction from participation in and contribution to a worthwhile community agency.

The purposes as stated by the Coordinator to the writer are as follows:

1. Primary objective is to provide growth and leadership capacity in a voluntary situation.

2. Raising student's level of community sensitivity.
3. Development of personality of the student.

4. The experience may predict success in student teaching.

The following is a duplication of purposes suggested by students in former Education 505 classes. This list is reproduced from a mimeographed, undated sheet used by the College of Education of the Ohio State University.

1. Acquaintance with a community center, including a broader understanding of a community area, its people, and its problems.
2. Experience in working with a staff of professional people.
3. Development of responsibility involved in meeting definite obligations.
4. Practice in group leadership.
5. Practice in individual counseling or guidance.
9. Practice in the application of theory gained from other University courses (such as Psychology 401 and 407, Education 533-34, and Education Survey 407 and 501) to a practical situation.
10. Preparation for student teaching.

Selecting an Agency. After consultation with his adviser, a personal interview with staff members of the Office of Student Field Experience and consideration of the data obtained from the form listed in Appendix B-13, the student decides upon a suitable agency. The student's interests and abilities and his available time are factors which play an important role in selecting an agency.

Types of Agencies Available. The scope of potential agencies is unusually wide in the Columbus area. Students have participated in such agencies as social settlement houses, recreational centers, churches, schools, YMCA, YWCA, kinder-
gartens, day nurseries, Juvenile Center, Boy and Girl Scouts, camps, playgrounds and various state institutions.

**Types of Activities Students Perform.** The role a student plays is determined to a large degree by his interests, aims and aptitudes as well as by the agency selected. The list of skills students are asked to check on the application form for field service projects is included in Appendix B-13 and indicates the wide range of possible activities.

The writer had opportunity to visit two agencies at which University students participated in Field Service Projects. The Bureau of Juvenile Delinquency, a state agency in the State Department of Welfare, uses Education 505 students as assistants to instructors in various fields of study or recreation. In this agency work with children is frequently on an individual basis and through this close association the student may find opportunities for winning the child's trust and confidence. This may be the springboard in launching the child toward rehabilitation. Students have opportunity to observe children, work with psychiatrists, help in the administration, scoring and interpretation of test data.

The Director of the school in this state institution, Mrs. Ruth McFadon, felt that the experience should help prospective teachers to better understand children and their problems and to gain a better understanding of the complex problems of juvenile delinquency.

The writer also had opportunity to observe a physical education major at work in the Godman Guild, one of the nine
social settlement houses in Columbus. This particular area is more commonly referred to as "Fly" town and stems from the manner in which the community sprang up. The particular student observed was supervising athletic activities among a group of energy-laden colored youngsters. Although the presence of two University staff members and the Director of the settlement house appeared to disturb her, she conducted herself admirably and one can well imagine that the experience derived will help her in the gradual process of attaining professional maturity.

The range of possible activities in these agencies is vast. Students may participate in activities closely related to their major area of study. The case of the physical education student has been cited. Industrial Arts majors assist with craft activities, photography and other related areas. Home economics majors help children to sew, embroider, crochet, weave, cook, etc. The needs of the particular agency are the governing criteria and many students engage in general club and recreation supervision.

Supervision of Students. The student is under the immediate direction of the agency supervisor. In addition, the Assistant Coordinator of the student Field Experience Office and/or the professor of the student's major field of study observe each student three times each quarter.

Evaluation of Experience. Students make their own evaluation of their experiences. The college staff, moreover, when visiting each student has opportunity to observe his growth. Finally, a rating form, included in Appendix B-14
is sent to the agency for their evaluation of the student.

Credit for the Experience. Participation in field service projects is on an elective basis. This experience may be applied toward fulfilling the 100 point field experience requirement necessary for junior standing. Points for junior standing are allowed on the basis of one point for each clock hour per week spent in Education 505. Some students use the college credit earned in Education 505 as general elective credit, others as professional elective only.

Education 505 is termed a laboratory course and at least two hours of time each week is required for each credit hour. A student enrolling for three credit hours would need to work a minimum of five hours in the agency assigned and spend one hour per week in conference. The conferences deal with the experiences of the students. Educational, social and psychological implications are discussed.

Education 505 is concluded with a term paper that summarizes and evaluates the total experience.

Reactions of Students. Many students enroll in field service experiences in an attempt to meet the specific junior standing requirement. However, the following comments summarized from a College of Education mimeographed paper would lead one to feel that student reaction is favorable. Some of the comments are reproduced in part.

"Getting the attention of the children to explain what we were going to do next was quite hard to accomplish. I have not mastered the art of 'attention getting' by any means, but I have made some improvement... There were definite leaders in my group whom I used to good advantage. I tried to
find games they liked so that they would exert their influence on the others for cooperation. . . ."

"My experiences in Education 505 have already been considerably helpful to me in my work in psychology this quarter. Many times in my educational psychology class I have been able to transfer my experiences at the center to relate to subject matter which we are discussing in class. . . ."

"The children at the Center usually came from large families. They seemed unconscious of their morbid surroundings and the things that were holding them back. . . . Their school work could not have been very good, but I am positive it could have been much better."

"On the whole, I learned a lot, not only about teaching, but also a lot about life. I would never give this experience up for anything, and I shall always remember it."

"First I think I should give the reason I had when I signed up for this course. I was mainly interested to work off the necessary hours I lacked for Junior Standing. . . . After taking the course, I believe that it should be a required course in the College of Education for at least two hours credit."

**General Summary of Ohio's Programs**

Any organized program which combines theory with practice should make professional training more fruitful. The Ohio State program, although elective in character, requires that students have a background of experience prior to attaining junior status and in this manner places definite responsibilities upon students. In order to help attain desired experiences the College of Education has established a well organized center (Student Field Experience Office) which defines the program, helps students plan experiences, contacts agencies, provides supervision, and lastly, ties experiences with theory through weekly conferences for those who desire University credit.
A PROGRAM IN COMMUNITY STUDY*

STATE TEACHERS COLLEGE
ONEONTA, NEW YORK

Aim

The primary purpose of this state teachers college is to prepare elementary classroom teachers for the State of New York. The need for understanding the communities becomes manifold when viewed in terms of responsibilities placed upon the teachers by those communities in which they serve.

The following purposes for including community study are cited from a mimeographed sheet furnished the writer by Miss Evelyn R. Hodgdon:

I. To find out how a community organizes itself to meet its social and economic needs.

II. To discover the role of the school and the role of the teacher in the community.

III. To discover the functions and types of leadership.

*Data explaining this program were secured from the State Teachers College Publications Teachers As Learners (1942), Exploring the Community (1945), and Using the Community in Teacher Education (1948), from the publication School and Community Laboratory Experiences by the American Association of Teachers Colleges (1948) and through conferences with various members of the college faculty. The writer had opportunity to visit with Dr. Charles W. Hunt, President, with Miss Evelyn R. Hodgdon, Miss Julia M. Morey, Miss Gladys Gilbert, Miss Dorothy Harris and Mr. Ellis Whitaker, all members of the State Teachers College faculty. Miss Hodgdon, who is in charge of the off-campus experiences, has reviewed this copy.
IV. To discover the community's relationship with the rest of the world.

V. To develop skill in finding one's way into a community.

It was pointed out in interviews that usually the students evolve a set of aims prior to embarking on a particular field experience.

**Types of Experiences**

The State Teachers College at Oneonta provides three types of experiences for prospective teachers. They fall into the following areas: (1) field trips and visits related to courses, (2) excursions and tours that serve as a course, and (3) one week of intensive community study. Each will be explained in the pages that follow.

**Evolution of the Program.** Although the state teachers college carried on a program of off-campus student teaching for many years, the faculty felt that insufficient background was being provided for developing community understanding. Rather than proceeding to outline a program of field experiences for its students, the college planned a community study seminar for members of its faculty. Participation was voluntary. Twelve members agreed to participate, services of a sociologist and a professional evaluator were arranged for and in the summer of 1942 the twelve staff members became students of two communities. This experiment is explained in the state teachers college bulletin, *Teachers As Learners*.

The pattern established in the 1942 experiment has been modified over a period of years toward a better adaptation
to the teacher education program. A more complete explanation of this program will be covered in the following section.

In addition to that specific phase of community study explained briefly above, the state teachers college has many integrated courses in which various types of off-campus experiences are utilized.

**Industrial and Agricultural Visits**

In the Economic Geography course provision is made for directed visits to several types of farms. Often a conservation expert or forestry expert accompanies the class and explains practices that are employed. At least two trips are taken to industrial areas. During the past several years trips have included textile and steel plants in Utica, the Continental Can Company in Syracuse, the Scintilla Magneto Company in Sidney, the Jennison Plant in Bainbridge, the International Business Machines plant in Binghamton, the General Electric Company in Schenectady and others. Industrial and agricultural community life are contrasted as are various industries and farms.

Prior to these trips students study agricultural contour and aerial maps, observe films and slides pertinent to the particular visit, participate in discussions and do preliminary reading.

Follow-up activities consist of individual student reports and group discussions.

Considerable student planning precedes each trip; arrangements are made well in advance. Usually the class
travels by chartered bus. Each student pays his portion of travel costs.

Similar trips are made in connection with other college courses, as exemplified by New York State History and Science in the Community courses. Sufficient similarity exists to make further reporting unwarranted.

**Summer Tours**

The State Teachers College at Oneonta has conducted a number of tours during its past four summer sessions. Several of these will be explained briefly.

In 1946 ten in-service teachers participated in a New York State tour in order to familiarize themselves with the history and industries of their state. Approximately six months in advance of each trip extensive plans were formulated. Chambers of Commerce were contacted relative to possible visits, eating and housing establishments. An orientation preceded the trip. Travel was by chartered bus and a small library was taken along by the group. The teachers visited a brickyard, a cement plant, the General Electric Company, WGY studios, a glove plant at Gloversville, a rug and carpet plant in Amsterdam, several industries in Syracuse, the Eastman plant in Rochester, the Niagara Falls, the waterfront in Buffalo, oil refinery in Olean, the IBM at Binghamton.

The group traveled down the Hudson to Kingston and then by way of the Mohawk Valley. Most of the cities visited in this locale are richly laden with New York State history. Credit was granted for the course. The cost was approximately $100.
Although the trip was considered a fruitful experience, the itinerary was rather tightly scheduled, prohibiting lingering at points of special interest.

In the summer of 1940 a twenty-one day tour was conducted through New England and the Old South. This enthusiastic group of teachers gained a wealth of information, formed many new friendships and felt the trip to be extremely valuable.

In the summer of 1948 two trips were undertaken. One was through New York State and was somewhat similar to the 1940 trip explained above. It was dissimilar in the following respects; it stressed literary and historical aspects rather than industrial; the group stayed at Cooperstown for one week for the conducting of a seminar; the travel schedule was less rigorous in that the group stayed at one city for three days. This permitted more intensive study of a particular area with short excursions into the peripheral communities.

During the summer of 1947 a fifty day, 8,000 mile trip was also directed to California. Thirty teachers and three staff members traveled by chartered bus and a car towing a "chuck wagon" (trailer). Arrangements for all accommodations were made beforehand. The advance car verified accommodations and arranged for details. The AAA, the Chambers of Commerce and travel maps and guides served in determining the stops. The "chuck wagon" arrangement enabled the group to prepare many of its lunches at a reduced cost and this arrangement also conserved time since the car could travel at a faster pace than could the bus. Many stops were at state parks,
some at hotels and a few at college and university dormitories. Six credits were awarded this group. Total cost amounted to $375 per person.

In 1949 a group traveled through New England for a four-week period.

Pre-trip Planning. Prior to departure for any trip several days were spent to orient the group, make final plans and to weld the people into a unit. A bibliography was issued and a small library was organized. Map reading and route planning were important items in planning the itinerary.

Requirements on the Trips. Each individual was expected to record notes of the experiences he found important. Since the participants traveled as a unit, frequent pooling-sessions were held. Each person was expected to serve in various capacities, i.e., different persons traveled in advance of the bus on the California trip and each person contributed to preparing lunches for the entire group.

The culminating activity of each trip was a student report based on his individual experiences.

Reactions to the Trips. Reactions to these experiences were extremely favorable, the writer was informed. Besides experiencing the many benefits accruing from this type of educational experience, participants formed many new friendships and several reunions have been held since. Being associated in a closely-knit group off-sets some of the disadvantages of chartered travel. The travelers found opportunity to converse with the natives at various points and they were encouraged to give thought to the opinions and
attitudes of the peoples with whom they had contact.

Officials at Oneonta feel that the results have been gratifying and that this form of educational experience is an excellent means of stimulating learning.

**Intensive Study of One Community**

The previous pages provide a basis for understanding some of the types of directed field experiences found in the teacher education program at Oneonta. Another aspect of field experiences as related to student teaching still needs reviewing.

In recent years the nine-week period of off-campus student teaching required that each student conduct a community survey. The college reduced the nine-week off-campus experience to eight weeks and lessened the community emphasis during the period of student teaching. Students are still expected to become familiar with the community in which they live and teach. They are encouraged to ride on school buses, learn the school districts, become cognizant of building programs, bond issues, etc. Students are encouraged to visit homes of pupils and to participate in such community activities as Scouts, PTA, church meetings. The student keeps a record of his school and community experiences but the stress is upon the former during this seven-week period.

After the students return to campus they are oriented to the one week of concentrated community group study that is to follow. Upon return from the community study the group reviews its experiences and evaluates its findings.
This arrangement at Oneonta has solved the administrative problem faced by many schools - how to release students from the campus to permit participation in an extended study.

Arrangements Preceding the Community Study. Since the students who will participate in the Community Study are engaged in their student teaching, members of the college staff make the early arrangements. A particular community is tentatively selected and its leaders are contacted. The purposes of the study are explained, and the thought is emphasized that the group's attitude is one of learning from the people in the community.

Usually the school officials are contacted, as well as the PTA, the local newspaper, the mayor, the ministers and others. The makeup of the community determines what officials shall be contacted.

After satisfactory rapport has been established the various individuals, groups and agencies publicize the proposed study in their community. The reproduction of the sheet employed to inform the community of the proposed activity is contained in Appendix B-15. This information is distributed via press, radio and other media.

After the return of the students to the college from their period of student teaching an orientation program ensues. They are advised that success in community study is dependent largely upon student conduct; students are ethically bound to keep secret any confidential matters; conduct should be on a professional basis.

Students are instructed in interviewing techniques, both
group and individual. Each student is requested to pursue one particular phase of community study.

Arrangements for lodging are made in advance. Depending upon the type of community the group may stay in a hotel or on other occasions in homes of the townspeople.

What Takes Place in the Study. By the time the group arrives the community is well aware of the mission. Several newspaper releases precede the group's arrival.

The following outline was prepared for the specific study of one community:

State University of New York
STATE TEACHERS COLLEGE
Oneonta, New York

Community Study - Dolgeville, New York
November 5 - 9, 1949

Saturday, November 5

8:15 A.M. Room 78 Main Building

1. Set up purposes
2. Techniques of interviewing
3. Individual topics

1:30 P.M. Leave from west door for Dolgeville
Get settled in rooms

4:30 P.M. Group interview - Youth Center
Miss Edith Mang

8:00 P.M. Pooling session, High School - Room 2
1. Plans for interviews
2. Plans for church attendance

Sunday, November 6

First Universalist Church
Rev. Herman Grove
Sunday School 10:00 A.M.
Church Service 11:00 A.M.
St. Joseph's Roman Catholic Church  
Rev. John A. Fitzgerald  
Mass 9:00 A.M.

Methodist Church  
Rev. Robert Belbin  
Youth Fellowship 9:00 A.M.  
Sunday School 10:00 A.M.  
Morning Service 11:00 A.M.

Zion Lutheran Church  
Rev. J. F. K. Riebsell  
Church Service 2:00 P.M.

First Presbyterian Church  
Rev. Ernest J. Houghton, D.D.  
Church School 9:45 A.M.  
Morning Worship 11:00 A.M.

2:00 P.M. Pooling and planning session - Youth Center

1. Sharing experiences  
2. Planning for Monday  
3. Planning individual interviews

7:30 P.M. Group interview - High School - Room 2  
Village Government - Mr. Charles W. Sullivan

Monday, November 7

8:30 A.M. Field Trip to Creamery (Independent Cooperative)  
Mr. Leonard Bush

10:00 A.M. Individual interviews

1:30 P.M. Field trip to various industries

Group I Daniel Green Slipper Co.  
Mr. Warren Reardon

Group II Newspaper Office  
Dolgeville Republican  
C. F. Hatfield, Editor

2:30 P.M. Group III North Hudson Woodcraft  
Mr. Claude Johannsen

Group IV Eastern Footwear  
Mr. Joseph Calderazzo

4:30 P.M. Individual interviews

7:45 P.M. Pooling and planning session - High School  
Room 2
Tuesday, November 8

9:00 A.M. Group interview - Youth Center

The Central District

Mr. Edwin Hopson, Superintendent of Schools
Mr. Herbert Schroeder, Principal Dolgeville

11:00 A.M. Health Situation and Program - Central School

Mrs. Gertie Wilens, School Nurse

1:30 P.M. Field Trips to Industries

Group II Daniel Green Slipper Co.
  Mr. Warren Reardon

Group III Dalsan Shoe Co.
  Mr. Frank Menge

Group IV McLaughlin - Milard Inc.
  Mr. Edwin McLaughlin

7:45 P.M. Pooling and planning session - High School Room 2

Wednesday, November 9

8:30 P.M. Visit to farms

Group I Mr. Edwin Hopson's farm
Group II Mr. John Spofford's farm

11:00 A.M. Individual interview

2:30 P.M. Leave for Oneonta

Thursday, November 10

9:00 A.M. Group Session, State Teachers College

Summary and Evaluation

Schedule for Meals

All meals at Valmar Hotel

Breakfast  7:30 - 8:00 A.M.  Sunday

Lunch     1:00 P.M.  Dinner  12:30 P.M.

Dinner    6:30 - 7:00 P.M.  Dining room closed
                                  at 7:00 P.M.
As is evident in the above outline provision is made for group and individual interviews, for visits to churches, for visits to industries and for visits to different social agencies. No two outlines would be similar since the composition of no two communities is precisely the same.

One should not overlook the arrangements for exchange of ideas. These meetings are termed "pooling sessions" by this particular school.

Follow-up to Study. Upon return to the campus the group devotes one day to review, summarization and evaluation of their experiences. Since each has pursued a particular area of community study the reports of the participants, numbering twenty-five in the Dolgeville study, provide a rather complete coverage of a small community. In cases of larger cities, only one community area within the city is studied, and the combined reports produce a comprehensive work.

The group sends a letter of appreciation to the community through the editor of the town paper.

During the subsequent semester a course in educational sociology is offered. It is believed the experiences gained from the community study make this course much more profitable to the intending teacher.

How the Community Is Selected. Communities are selected on the basis of what they have to offer. A listing of some of the communities may be helpful and follow: Cobleskill, Cooperstown, Delhi, Dolgeville, Milford, Richfield Springs, Schenectady (one area), Schoharie, South Kortright, Stanford. This list is not complete; some communities have been studied
more than once. Usually the community is limited to one
within a radius of seventy miles.

Reaction of the Community. The community welcomes the
group whole heartedly; and its members attempt to cooperate
in every way to make this learning experience a success.
Since a number of communities in this area have been studied
others look with favor upon being selected for study. Some
communities have indicated willingness to cooperate in a
second study.

Reaction of Students. A quotation from Exploring the
Community may best portray two students' reactions to the
Community Study program as they experienced it at Oneonta.

"The study gave me definite information about
the part played by different organizations in build-
ing a community and maintaining its services. It
helped me to know what to look for in the place I
now teach. As a result of the community study, I
came to understand how the people make their living
and how their occupations affect the children who
come to school."

"Through a community study a student actually
sees how and why a community exists, in a more vital
and meaningful way than classroom procedure and de-
scription allow. If a student has a concrete idea
of what to expect and what will be expected of her,
she has a definite advantage. Through the community
study which I participated in, I gained much informa-
tion concerning the economic, social, and political
factors involved in town life; but, in addition, and
more important, I gained a better understanding of
human relationships."

Summary of Oneonta's Field Experiences

This institution, in addition to its laboratory school

23Oneonta Teachers College. Exploring the Community.
and off-campus student teaching program, has three specific
designs whereby field experiences are provided. The writer
believes they would fall into the following three classifica-
tions: (1) the first may be classified as field trips and
visits related to other courses; (2) the second would be in
the form of excursions or tours and this constitutes the
makeup of the course, and (3) the one-week period of inten-
sive community study, an adjunct to the student teaching ex-
perience.

Allocating one week of the student teaching period to
community study uniquely solves the administrative problem
that is an impasse for many institutions. This program fa-
miliarizes the prospective teacher with types of communities
in which he may later teach.
The Functional Program of Teacher Education*  

Syracuse University  
Syracuse, New York  

Aim  
The education program for the preparation of teachers at Syracuse University provides a combination of classroom study and field experiences. This education program is based on the following principles:

1. that the preparation of teachers must be in the change in emphasis in the schools from subject mastery to child development;  
2. that in an effective program of preparation theory and practice must be closely integrated; and  
3. that provision for the teacher's growth and enrichment as an individual must accompany his training throughout.

To this end the curriculum of the Functional Program begins with a study of boys and girls, not as pupils in the classroom but as developed human beings. Experience is provided through supervised work in youth groups under the social agencies of the city of Syracuse. In the five-year program particular attention is given to the exceptional child and his needs.

Since children in academic situations tend to behave as pupils under adult controls, the initial experience provided is in out-of-school situations.

*Data explaining this program were secured from Syracuse University School of Education Catalog, 1950-1951 edition, from the American Council on Education, 1941 publications, A Functional Program of Teacher Education As Developed at Syracuse University and through conferences with various staff members of the College of Education. The writer had opportunity to talk with Dean Harry S. Sanders, Drs. Vincent J. Glennon, Paul Klohr and K. Peterson, Messrs. George Novak and Edwin Weeks. Data obtained from the various persons will be presented in the body of the report. Dr. Paul Klohr has reviewed the copy.

Brief Explanation of the Total Program

In March 1935, the Dean of the School of Education at Syracuse appointed a committee to reorganize the program for the preparation of teachers.

Although the new program was put into operation in 1937, the impact of the war delayed its complete adoption. Since the close of the war and with the lessened teacher shortage, the school has resumed its former plans.

The program for freshman and sophomore years is taken in related colleges of Syracuse University and enrollment in the School of Education is possible at the beginning of the Junior year. Students must pass through a selective procedure before being admitted to the School of Education. This selection process aims to be a continuous one, operative not only at this point, but throughout the rest of the program as well.

The Functional Program of Teacher Education commences with the junior year and consists of a pattern of educational courses which combine theory with practical experiences. However, a one-hour Orientation to the Profession course is taught by the Director of selection and credit is allowed in the liberal arts college to those students who have expressed a desire to teach or who wish to explore the possibilities. In this manner, the School of Education "reaches down into" the first two years of general education. This course is proving valuable in initial selection process and in terms of guidance. The staff of the School of Education serve as advisers to freshman and sophomore students before they are
admitted to the program.

The Syracuse plan which follows encompasses a five-year program designed to meet New York State requirements for certification in academic subjects and because its pattern is significantly different from other programs reviewed this particular five-year program is being presented herein.

The following outline presents the pattern of educational courses pursued by an education major at Syracuse University. A more complete description of experiences will be given in a later section of this report.

Third year - first semester
Ed. 101. Unified Program, Part I. Introduction to Human Development, Adjustment and Learning. (3 credits)
The first course in the teacher education sequence. Emphasis is placed upon understanding the psychology of human adjustment and learning. Through class discussion, work in Syracuse youth agencies, reading and motion pictures, and personal conferences with instructors, students develop a better understanding of self and others, and increase their confidence in working with children.

Third year - second semester
Ed. 112. Human Development, Adjustment and Learning. (4 credits)
Staff Continuation of Education 101. Students observe in schools in place of work in the Syracuse youth agencies. Required only for students in the five-year program.

Fourth year - first semester
Ed. 113. Creating the Learning Environment in the Classroom. (4 credits)
Supervised student teaching in the prospective teacher's major subject-matter field is the basic component of this four-hour block of professional experience, first semester of the fourth year. Methods of teaching in the classroom receive special emphasis. (Students who are not required to do the practice teaching are granted 3 hours of credit.)
Fourth year - second semester
Ed. 114. The Exceptional Child. (3 credits)
Deals with the child as an individual. Utilizing the case study approach, an intensive study of the child through lectures, discussions, and direct experience will be made. The basic aim is to understand the areas from which the problems of children develop and to become aware of resources available to educators to alleviate such problems. While the child is studied in terms of normative data, particular emphasis is given to problems of the exceptional child.

Fifth year - first semester
Ed. 115. The Teacher As Educational Leader.
Education 115 is an integrated block of graduate work to be offered in the fifth year... It is made up of five units, each of which is outlined individually.

Ed. 115a. The American School, Its Evolution and Curriculum. (3 credits)

Ed. 115b. The American School: Its Organization and Administration. (3 credits)

Ed. 115c. Interpretation of Educational Measurement. (2 credits)

Ed. 115d. Research in Teaching. (2 credits)

Ed. 115e. Seminar in Teaching (2 credits)
Provides a learning situation in which the dual professor can work with his students in preparation for the unique experience of living and teaching in a small community. Successful student teaching requires that the dual professor and student work closely and intensively in preparation. The meetings with the dual professor may involve the whole student group, small student groups, or conferences with individual students.

Fifth year - second semester
Ed. 115f. Philosophy and Ethics of the Teacher. (2 credits)
Educational progress and values and the application of philosophies of education to the educational process and to organization, support and evaluation of education.25

25Ibid.
Ed. 117. Curriculum Workshop. (3 credits)

In a cooperative approach to curriculum planning students work out organizations of materials that might be used in their first year of teaching - resource units and the like. Experiences that might lead to core teaching.

The following section will be devoted to the explanation of specific field experiences provided in the education pattern of courses.

Field Experiences with Adolescent Society Group Related to Ed. 101

As was explained in the course description above, class discussion is supplemented through and made more realistic by participation in various social agencies throughout Syracuse. The aim of this phase of the program is to better acquaint the student with children in out-of-school situations as well as to provide understanding of how individuals and groups react under various stimuli.

Each student is required to spend two hours per week in a Syracuse Youth Agency. The student may suggest an agency and an activity, but generally the school makes the assignment on the basis of the data supplied by individual students. A replica of the card used for obtaining this data is included in Appendix B-16. Past experience, interests, time available, as well as needs of the agency are important factors in determining assignments. This student is then provided with assignment instructions, as illustrated in Appendix B-17.
Assignments are made within the first two-week period after the beginning of the course.

Each student is provided with a syllabus, titled *Human Development Adjustment and Learning*, copyrighted by the School of Education, Syracuse University. This syllabus serves as the student's guide. In Education 101, the class meets thrice weekly and in addition to class periods the student is expected to devote two hours each week in work in a Youth Agency. This exposure is of significant nature in providing "opportunity to test his personal adjustability as well as his effectiveness in work with children and agency supervisors."\(^{26}\)

**Types and Selection of Agencies.** Although many agencies are utilized, the greatest number of students are placed in the Boys' Club of Syracuse. At this agency a wide range of activities may be observed. The age of the children varies from six through twenty-one.

In addition to the Boys' Club, some students are placed in the Huntington Club, Catholic Youth Organization, Dunbar Center, Salvation Army, Optimus Club, the YMCA and YMCA, and the Elmcrest orphanage. Activities vary from agency to agency but most of them include at least a few of the following: craftwork, recreational games, sports, singing, dancing, drama and reading.

**Experiences at the Syracuse Boys' Club.** Since a large

portion of Syracuse University students are placed in this agency and since the writer had opportunity to visit the Club and spend some time with Mr. Sherwood Ernenwein, the Director, an explanation of the utilization of this agency may be in order.

Mr. Sherwood Ernenwein, Director the the Syracuse Boys' Club, stated that the University student is of great value in supplementing the regular staff. Through the student's aid a broader scope of activities may be provided by the agency. However, he did point out that his agency could not operate solely on volunteer student help. Schedule changes, vacations, examination periods and a host of other factors allow the University student to serve only in a supplementary capacity. Mr. Ernenwein felt that the University student has much to offer his agency and that the experience obtained by the student may do much toward humanizing the future teacher.

The writer had opportunity to observe several University students in action at this agency. One girl was assisting a group of youngsters in a woodworking shop. They were intent upon completing one-afternoon jobs; she was striving to help them realize their ambitions. Several students were applying quick drying paints to complete their simple wood jobs; others were in the process of fabrication planning or assembly. This University student circulated from one child to another offering advice or assistance. The room contained about fifteen youngsters. The regular supervisor was also in the room, but was assisting two boys whose jobs required machine operation. It is doubtful that this student realized the presence of adults
in the room; certainly the children did not.

Another University student was supervising informal activities in the gymnasium. Some students were engaged in shooting baskets from the foul line; other groups were engaged in scrimmage around a particular basket. This student, a physical education major, served as overseer. Although the writer observed no regular staff member, these informal activities were functioning smoothly. The youngsters were not cognizant of racial or religious differences. White and black played together.

Mr. Ernenwein pointed out two persons who, since their graduation, have been retained as full-time employees in the Club. Some students, after completing their required period of time in the agency, return to donate their services as time permits.

The following quotation taken from the Syracuse Boys' Club News, Vol. XXVIII, No. 21, Saturday, March 4, 1950, reflects the influences exerted by the students seeking field experiences.

Many New Volunteers

Club members have recently noticed many new people helping out in various activities. These are students from Syracuse University who are volunteering their services during this semester.

Cooking classes, dancing class, drawing, gym, afternoon woodshop, and many other of your favorite Boys' Club activities are aided by these helpers. Let them know that you are grateful for their help to the Boys' Club. A friendly word of thanks or an offer to help in the class activity would show them that their volunteer efforts are appreciated.

These brief observations by the writer may provide the
reader with a better understanding of the Syracuse program in respect to one youth agency. University students receive out-of-school experiences through close association with youngsters and a few adults (supervisors). These associations lack the formality of the classroom. Youngsters are not required to come; their election to do so is purely on a voluntary basis. The success of the agency is proportional to its ability to sense and meet the needs of youngsters. The usefulness of the prospective teacher in this situation is determined largely by his ability to adapt himself toward fulfilling the needs of the children.

Pre-Placement Procedure. Within the first two weeks of the semester, students are placed in an agency on the basis of data supplied by the student. An orientation, as a group if more than one student is placed with a particular agency, precedes actual assimilation into the agency. The head of the agency explains the purpose and nature of the program. An interview follows to determine assignment in a specific task.

Should the student find that he is not receiving worthwhile experience from his assignment he is given opportunity to enter another agency.

Supervision. The school would like to have a staff member visit all of its students placed in this field experience program. Due to large numbers this is usually impossible and the responsibility of supervision rests largely upon the agency supervisor. The agency completes the form included in Appendix B-18 in evaluating the student.
The College helps students interpret and solve problems in the associated class meetings.

Data Gathered. The student is required to keep a Weekly Log of his experiences. The following is an explanation of the purpose of the Log.

... to review your activities related to the course so that the instructor will be kept up-to-date with your program at all times and will be continually aware of the problems you are facing. As such the reports serve two functions: (1) To help you clarify your thinking regarding the educational experience, and (2) to help your instructor in better understanding you.27

The following excerpts from a student's report may give the reader an idea of the type of experiences as well as changes in student attitude.

Weekly Progress Report

This week I started my youth group work. I am assistant advisor to the "Ty" group of the Y-Teen Clubs. This is part of the YWCA activities. Besides attending the regular meetings and getting to know the girls, I am a member of their executive council and help with their weekly programs and their social events.

I found that these girls . . . have a very good idea of Parliamentary Procedure. . . .

Subsequent Experiences. As mentioned in the opening paragraphs Syracuse has attempted to organize a functional program with a series of education courses combining practice with theory. The course, Education 101, has been described in the preceding pages. Students receive direct experiences

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27Ibid., p. 4.
through participation in organized social youth agencies. Classroom theory is synthesized with practical experiences.

The course, Education 112, follows 101. Rather than working with children, as in Education 101, it calls for observation and study of children. An explanation follows:

Experiences in Human Development Adjustment and Learning
Related to Ed. 112

The experiences planned for Ed. 112 are somewhat similar to those explained in preceding pages which are related to Ed. 101. However, in Ed. 112 students are required to observe in schools and/or youth agencies rather than to work in youth agencies. The learning processes are observed and learning theories are studied in the associated class.

Education 112, like its predecessor Education 101, is a "problem area" which combines theory with practice. The following outline of the classroom phase may clarify the program and its relationship to the experiences obtained in the observing of children.

Unit I Developmental Psychology (three weeks)
Unit II Human Needs and Adjustment (one week)
Unit III The Self Concept (three weeks)
Unit IV Learning (three weeks)
Unit V Diagnosis, Treatment and Counseling in the Classroom (three weeks)
Unit VI Applications of Diagnostic and Treatment Techniques to Major Fields of Specialization (two weeks)

In reference to this course, the student meets in heterogeneous class groups twice a week with the staff. He also
meets in homogeneous seminars once a week with the dual pro-
fessor relative to his special field during Education 112.

A more extensive explanation of the requirements, read-
ing assignments, supplementary readings and suggested read-
ings may be obtained by a perusal of the School of Education
bulletin.28

For his aid in studying the behavior of a child, the
student is provided with some fundamental guides. These are
explained in Appendix B of the previously cited manual. In
the pages that follow a number of excerpts will be drawn from
this manual to provide the reader with a broader interpreta-
tion of Syracuse's directed approach in child observation.

A requisite of Ed. 112 is that the student observe one
child during the course of the semester.

Selecting a Youngster. The student is advised to select
an individual who interests him and who will be available for
continuous observations. In reference to the previously
quoted manual, the student may elect to observe a youngster
who appears to be average or one who is outstanding.

You may choose a person who seems about average
or who seems in no way unusual, or you may choose
one who for some reason or other is outstanding.
Perhaps he is outstanding as a leader, or a social
misfit. He may be defective, have a limp, or can-
not hear or see very well.29

Obtaining Data Regarding the Youngster. As a means of
orienting himself to the problem at hand, the student is ad-

28Ibid., pp. 11-19.
29Ibid., p. 39.
vised to consider facts concerning his chosen subject which are immediately available as well as the sources for obtaining these facts. Such items as age, height, weight, size of family, type of home and community, and occupation of parents are considered to be orientational facts and are generally obtainable from the student's supervisor (in a youth agency) or by visiting the child's school.

Visits to the child's school are considered to be desirable and necessary. Students are given instructions in correct approaches and procedures to follow. They are advised to state the nature of their problem to the principal, mentioning that the visit is in connection with an education course at Syracuse University. They are advised that the student should be at all times tactful and courteous.

Students are instructed to keep perspective in observation. The following excerpt from the previously quoted manual may be helpful.

> What behavior is "significant"? Is it "significant" when Johnnie throws a ball to Bill? ... That all depends. In a couple of ordinary, healthy children, such behavior might be commonplace. In the case of a youngster who never before has entered into active participation in a play situation, the simple throwing of a ball may be symptomatic of a gradually changing personality ... toward desirable social relationships. A very significant symptom indeed! The point is, you must know Johnny to know what the behavior means, to know what significance it has as a symptom of a developing personality characteristic.30

Students are cautioned to guard against first impressions and snap judgments. These are all too frequently misleading.

30Ibid., p. 40.
Again an excerpt from the same manual may be helpful.

... If a child is to be understood, if any specific thing that the child does is to be properly evaluated and interpreted, it must be seen in the light of the kind of a child he is, and in the context of the larger environment in which he is behaving. What he is usually like can ordinarily be determined only by consistent observation, though sometimes records or test scores can provide some background.31

Students are urged to be rational and to avoid opinions which in reality are reflections of their own beliefs, attitudes and moral concepts. The following quotation illustrates this danger.

... a teacher may be horrified by obscene language or by a child's refusal to obey an ill-advised request, whereas the first may simply be an unconventional speech habit and the second a natural (or even a rather mature) response to a situation that should never have arisen in the first place.

The person who desires to study children by observation can partially avoid the difficulties just mentioned by attempting to be quite objective and thus eliminate personal bias, or better, by doing sufficient study so that he or she, as an observer, emerges with new attitudes and a new perspective in keeping with modern knowledge regarding human development and adjustment.32

Evaluating Developmental Status

The Syracuse University booklet Human Development Adjustment and Learning attempts to direct observation and to aid in organizing one's data. The following quotations are taken from the previously cited booklet.

... Your objective should be twofold, first

31Ibid., p. 40.
32Ibid., p. 41.
to discover what the status of the child you are studying is with respect to these characteristics, and second, with an eye toward making some guesses as to what you might do to change his status, what factors in his background (home, neighborhood, school, etc.) have been responsible for the way he is. When you have adequately sized up a child or adolescent, you will be in a better position to understand his behavior in the adolescent group in which you are now working, or in a class you may later have.33

General Adjustment of the Individual. In the preceding section the emphasis was on the areas affecting children's social status. Study is also necessary to gain an insight into the continuous process of individual adaptability to social impacts. The College of Education Education 101 Human Development Adjustment and Learning manual explains the pattern of adjustment to which the student should give consideration. The types and examples of group leadership are explained.

Summary of Education 112. As was stated in the opening paragraphs provision is made in Education 112 to supplement the formal class room theory with observations and case study of children. This course concludes the third year of the education program.

The fourth year sequence follows in brief.

Supervised Student Teaching in a City School Related to Ed. 113

In this unified course, provision is made whereby the student spends eight weeks, one period per day, in observing and participating in classroom activities. The student teacher
gradually takes on more responsibility until he gains full charge of the classroom instruction.

It must be emphasized that this experience is a supplementation of a specific education course. It is a brief period of teaching and is followed by a more extensive program in the fifth year which will be mentioned later. Since this thesis deals with field experiences exclusive of student teaching, this aspect is mentioned only for a more thorough comprehension of the entire Syracuse program.

**Working with the Exceptional Child Related to Ed. 114**

This concluding course of the fourth year education sequence is concerned with the exceptional child. Its aim is to discover the roots of children's problems and to become familiar with available resources which teachers may employ to mitigate these problems.

The formal classroom is again supplemented by required visits to clinics, mental hospitals, schools and various other institutions where students may observe youngsters and employ the case study approach. Students are afforded opportunities to observe all types of disabilities and handicapped cases.

Although the field experience pattern here is not precisely the same as in Ed. 112, enough similarity exists to make further reporting unnecessary.

**Student Teaching in a Rural School Related to Ed. 115**

At the outset of the fifth year education majors enroll in Education 115, a course which in reality is a series of
five separate units of study. This was explained earlier in the report and will be but briefly touched upon at this point. Ed. 115e, the Seminar in Teaching, provides an experience for full-time student teaching in a rural school. This course requires that the student live in the community and assume the role of a teacher. Dual professors visit their former subject matter students and assist in making their practice teaching profitable.

Other Phases of Field Experiences

In the fifth year, following the period of student teaching, provision is made for group trips and group observations. These trips are planned by students and involve the study of schools, communities and social agencies. Seminar meetings are interwoven with the trips for the purpose of discussions.

Summary of the Functional Program at Syracuse

In the preceding pages the writer has presented a program distinguished by its departure from the conventional method of teacher training. Syracuse has attempted to narrow the gap between subject matter and the problems of teachers; it has attempted to place greater emphasis on the understanding of children through experiences with children; it has

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Dual Professors - some Syracuse University subject matter professors have dual appointments in two colleges, i.e., a person who teaches classical languages may have a degree in education or in the teaching of his specific subject and be appointed to the Arts and Science faculty as well as to the Education staff. Then so appointed this dual professor visits student teachers whose major may be foreign languages. He is better qualified to make recommendations for improvement and the experiences of the visit may help the language professor to improve his teaching in light of problems observed.
attempted to bridge the gap separating theory from practice; and lastly the approach has been through practical professional measures rather than by formal-academic solutions.

The purpose of this pattern has been to present an educational plan of procedure utilizing field experiences as an integral part of all of the educational courses.

The earliest experience concerns children in out-of-school situations. The prospective teacher has opportunity to observe children in informal settings, to observe how the needs of youngsters may be met by a social institution relying upon voluntary attendance and participation of youngsters. The human relations experienced at such an agency are usually in direct contrast to the teacher-pupil relationships that prevail in most classrooms, and an awareness of this fact should exert a profound influence upon the thinking and attitudes of the prospective teacher. The manner in which these experiences are met serves as the greatest single factor in the selection of students for continuing in the professional program. In no other phase of the program do "inflexible" people show up so readily. Through guidance some of the students gradually make satisfactory adjustments. Those who are unable to adjust are guided out of the program. Dr. Klohr summarized the value of experiences with youngsters as follows: "This experience provides data on students that no 'paper and pencil' instrument can."

After the contacts with youngsters in a youth agency, the education major at Syracuse is provided with opportunities for study of an individual child. To obtain data relative
to the specific child being studied, the University student must spend considerable time observing the youngster in various situations.

Two blocks of student teaching experiences are afforded. The first is an eight-week, one hour per day period of teaching in a city school. The second and more intensive program is comprised of a six-week full time placement in a rural school. Here the student teacher assumes the role of teacher by living in the community and participating in school and community activities.

The Syracuse program embraces a definite pattern of courses implemented with a definite pattern of experiences. The University has undertaken to evaluate its program, but at the time of this writing only tentative conclusions have been reached. A brief report of the approach and some of the early indications were printed in a recent publication.35

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The field experiences related to the introduction to education course at Towson are, in many respects, similar to the initial experiences provided at Miner and Wilson Teachers Colleges as well as the State Teachers College at Cortland, New York. The general pattern of interweaving orientation lectures with observational visits and student participation has been explained in other program reports and will not be repeated. However, each program has distinguishing features, and the emphasis of this report will be to present the unique aspects of the Towson arrangement.

Aim

This institution believes that field experiences related to the orientation education course serve to meet the following aims:

1. Aid students in selecting the level of teaching.
2. Provide experiences with youngsters.
3. Provide community services.
4. Provide the college with information useful for screening purposes.

*Data explaining this report were secured from interviews with Dr. G. Franklin Stover, Dean of the College and Dr. Georgia Lightfoot, education and psychology staff member. Dean Stover has reviewed this copy. This material also was sent to Dr. Lightfoot for her review.*
Brief Explanation of the Program

As explained earlier, field experiences are related to the basic orientation education course. The catalog description of this course follows:

Education 100 - Orientation in Modern Education. 1
hour per week for two semesters (No credit)

Freshman students become acquainted with the program and practices in modern public elementary and junior high schools by observing children and teachers at work, by reviewing movies and film strips, and by hearing instructors and visiting speakers discuss current trends in education.36

In order to provide opportunities for fulfilling the desired outcomes of the course a number of public and private agencies are utilized. In general the plan provides for a visit to a school for mentally retarded children, a visit to a city school, and a visit to a county school. Field experiences are initiated through arranged group visits. Following the group visits, students arrange for elective individual supplementary experiences.

During the current year Towson students have worked with teachers and youngsters at the Rosewood State Training School, at the Carroll Manor School, at private and public schools, with the Boy and Girl Scouts, with the Campfire Girls, with children in religious organizations, as well as with individual children.

Rosewood State Training School. Experiences gained at this institution for mentally retarded children merit further

elaboration. College students serve in various capacities. Each Monday six girls work with youngsters who are unable to play with children of their group. The prospective teachers gain valuable experiences in helping these youngsters to become gradually assimilated. Other students work with children who lack physical and mental coordination.

Remedial reading, in-door and outdoor recreational games, story telling, teaching dancing, developing dramatic possibilities are some of the other experiences students receive.

The area of discipline provides many valuable experiences. At the outset students are often frustrated in their attempts and feel their efforts are unrewarding. Generally, these students later conclude that the experiences received are immeasurable. It is well to point out that similar provisions are made for students to work with normal children.

Summary

The field experience program at Towson is relatively new. The staff expects to expand its program in the near future.
Aim

The University of Maryland internship was planned to help "prospective school administrators to bridge the gap between theory and practice," by providing directed experiences in school administration.

The above quotation and the following statements explain what the internship program is and what it is not. These are reproduced from The Intern's Handbook.37

1. The Internship is not limited to formal types of instruction. It is an administrative experience in a practical situation.

2. The Internship is not a period of superficial observation. It involves the actual carrying of responsibility under competent guidance.

3. The Internship is not merely a "common sense" preparation for the prospective administrator. It is a professional and technical preparation for those who aspire to an administrative position in a modern school system.

4. The Internship is not intended to help the prospective school administrator develop into a specialist in all school activity. It is intended to help the intern develop as a competent supervisor and administrator who is capable of planning, coordinating, or directing the activities of many people.

Data explaining this program were secured from The Intern's Handbook, through discussions with several interns and conferences with Dr. Clarence A. Newell, Professor of School Administration, who has organized and directed the program. This material was reviewed by Dr. Newell.

**Explanation of the Program**

Graduate students who have had several years of teaching experience and who show promise in their graduate studies are selected for participation in the internship program. Students applying for this experience complete the application form included in Appendix B-19. This program was initiated in 1948 and the following number of students have participated in each semester:

- Spring 1948 - 2 interns
- Fall 1948 - 1 intern
- Spring 1949 - 2 interns
- Fall 1949 - 0
- Spring 1950 - 1 intern

Unlike internship programs operating at other institutions, this plan provides for full-time placement and participation in actual school situations. The status of the intern may be compared to that of the student teacher except that he usually serves as an assistant to the principal or to the assistant principal. In some instances, interns have served as assistant principals. Ordinarily, however, the intern receives "a start without bearing the full responsibility of administration."\(^\text{38}\)

Two entirely different schools are carefully selected to provide a broad pattern of experiences for each intern.

**Selection of Participating Schools.** The success of the internship program is largely determined by the nature of

\(^\text{38}\text{Ibid.}, \text{p. 2.}\)
the school and the attitudes of the administrative force. For this reason interns are placed only in schools that will provide an optimum of administrative experiences and only in schools where the principal is "sold" on the idea. Many months of liaison work on the part of University officials have preceded the inauguration of this program.

Preliminary Planning of an Intern's Program. Tripartite planning on the part of the intern, the cooperating school administrator and the university professor preceded the actual assignment. The specific needs and interests of the intern play an important role at the outset. The intern prepares a list of aims, and identifies possible activities he would like to experience.

The following example is an excerpt from one intern's plan:

<table>
<thead>
<tr>
<th>Working Area</th>
<th>Student Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>To provide the intern the opportunity to assist in the functioning of the student government.</td>
</tr>
<tr>
<td><strong>Possible Activities</strong></td>
<td>Cooperating with the student government in all of its many functions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working Area</th>
<th>Class Scheduling.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>To provide the intern the opportunity to participate actively in class, activity, and assembly scheduling.</td>
</tr>
<tr>
<td><strong>Possible Activities</strong></td>
<td>Aiding in the setting-up of next year's class schedule.</td>
</tr>
</tbody>
</table>

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The intern's plan is approved by his university sponsor and by other staff members who aid in planning his program.

Program revision is made in terms of new needs and in light of "on the job" developments. The plan is dynamic and not a rigidly fixed one.

Length of the Internship. Interns preparing to become school principals serve one full semester in the program. The semester is divided in half and experience is planned at two entirely different schools. The intern spends four full days of each week at the institution where he is placed. The fifth day provides for research work and compilation of records. The above arrangement is sometimes modified to fit an individual's specific needs and particular schedule.

Supervision of the Intern. While in the school situation the intern receives guidance and supervision from the cooperating administrator.

The University sponsor arranges weekly conferences with the intern. Weekly conferences are scheduled alternately in the field and at the University. Experiences are reviewed and further planning takes place toward improving the effectiveness of the overall program.

Records Intern Is Required to Keep. The intern is required to maintain a brief anecdotal record of important daily experiences, to develop two areas of study (guidance, discipline, student government, class scheduling, school-community relations), and to prepare a final paper evaluating the overall internship experience.
University Credits. Students who participate in the Internship program are granted 12 to 16 semester hours of credit. The student's program is arranged so that he generally takes two to four semester hours of formal instruction concurrently with his internship. Under this arrangement twelve semester hours are allowed for the internship.

Evaluation of the Program

Evaluation of the internship program assumes a four-fold approach: (1) The intern evaluates his own experiences, (2) his University sponsor evaluates the experiences and growth of the individual, (3) the supervisor or administrator evaluates the intern and (4) members of the school staff where the intern serves evaluate him. Evaluation forms employed are included in Appendix B-20, 21, 22.

Perhaps the best criteria regarding the success of this program is the resulting placement of interns who have received this experience in school administration.

Two interns have become principals; one of the first two interns, an older person, is still teaching; one anticipates becoming the head of the department of education in a college upon the completion of his work this year; another intern, now a student assistant, was offered several principalships last year; and two employers are currently interested in the present intern.

Superintendents are showing a decided preference for those students who have served as interns. There are more job openings for interns each year than the University has interns to fill them.
A PROGRAM OF ORGANIZED INDUSTRIAL EXPERIENCE
FOR INDUSTRIAL ARTS TEACHERS*

UNIVERSITY OF MARYLAND
College Park, Maryland

In the autumn of 1945 a proposed program was framed setting the pattern for organized industrial experiences at the University of Maryland. In the summer of 1948 one graduate student was placed at the Glenn L. Martin plant for a five-week period. Thus far, this is the extent to which the program has functioned.

The aim of the program, its organizational scheme, and the pattern of experiences which it affords place this program in a unique position, and for these reasons it is included in this study.

Aim

This program for Industrial Arts teachers was planned to provide industrial knowledge and understandings which could be learned most effectively by working in industry and in accordance with an organized plan. This experience supplements the in-school and student teaching programs and provides broader bases for teaching about materials, processes, organization, and problems of industry.

*Data for this report were gathered through personal contact with Professors Glen D. Brown and R. Lee Hornbake who planned and organized the program. The writer also had many conversations with Dr. Donald Maley, the first and, to date, the only person to have had this experience at the University of Maryland. Professors Brown, Hornbake, and Maley have reviewed this copy.
Scope of Experiences

Due to the problem of finding available time, certain areas of industrial experiences receive priority. The following quotation from a sheet duplicated October 21, 1945, by the Industrial Education Department of the University of Maryland, reveals the preferred list.

There is no essential relationship between the order in which the areas are listed . . . and the order in which the trainee should progress.

1. Engineering
2. Industrial Relations
3. Personnel Management
4. Production
5. Production Control
6. Safety
7. Quality Control

The trainee may, on his own at a later date, obtain experiences in other areas.

Each of the above areas is reduced to explicit types of understandings to be formed and information to be learned, possible work experiences and specific items to which the trainee should give special attention. The analysis of one of these areas is included in Appendix B-23.

Selection of an Industry

University of Maryland officials seek to select an industry which may provide experiences in many industrial areas. The Glenn L. Martin Company was chosen in 1948 since many industrial processes, materials and operations could be studied there. The airplane industry portrays a general shop setup and encompasses a wide range of metal working, woodworking, electricity, plastics, engines, rubber, and, to some extent, textiles.
The size of the industry is considered, and an approximate ratio of one student-trainee to each 200 employees is proposed.

Length and Period of Training

The University would prefer the program to run from early June for a ten-week consecutive period. The program as proposed covers a three-year period or a total of thirty weeks. This period may be increased for students who can arrange their college programs to permit longer periods of employment.

Remuneration

Since the student who was placed at the Glenn L. Martin Company acted as an observer, he served on a non-remunerative basis. However, the program as planned specifies that, "The base rate of an apprentice should apply unless the plant management choose a higher rate. The student trainee should be coded as a trainee. Economic conditions may require the payment of a subsistence wage only."

Plant Induction

Student trainees should be oriented to the plant and its products prior to the period of training. A desirable induction is one which begins with a tour of the plant. During the tour the student should be shown the typical sequence of the manufacture of a product. The tour should be conducted by a competent guide who can explain the rules and regulations governing the workers.
The plant induction should also include an overview of the management's organization and lines of authority.

Supervision

The student-trainee is under the direction of a company representative having supervisory status and holding a responsible position within the plant. A representative of the University assists the company representative in planning a sequence of experiences. Occasional visits by the University representative, accompanied by the plant representative serve to help in evaluating the trainee's progress.

Experiences Student Received

The following is a resume of Mr. Donald Maley's experiences and his reaction to the University of Maryland program for providing organized industrial experiences:

During the five-week period of August 9 to September 10, 1948, it was my fortunate circumstance to have served what may be called an "industrial internship" at the Glenn L. Martin Aircraft Company, Baltimore, Maryland. . . .

My procedure and routine of study was under the direction of Mr. E. Ray Swint, director of education at the plant. Supervision from the University of Maryland was performed by Dr. R. Lee Hornbake. Mr. Swint was most helpful in his planning, advising, and guidance given my program at the plant. However, he did allow sufficient flexibility in the program for me to "write my own ticket" as he called it. By that it is meant that my sequence of activities to be covered was not set up in a rigid schedule. Instead, I was given the freedom to stay as long with any person, group, or activity as I deemed necessary in order to attain a satisfactory knowledge of any particular operation or function. . . .

In the course of the five weeks I had numerous conferences with leading personnel in all phases of the company's operation. . . . These meetings never
lasted less than one hour. There were also other occasions when I would stay for a period as long as one to three days with a particular person or department in order that I could get a good picture of the activity.

Some of these meetings were in the individual's offices, while others were with the person(s) as they performed their duties both in the offices and out in the plant. In almost every instance I would remain with the person whose job I was studying...

The following is a listing of some of the people with whom I had conferences or with whom I spent considerable time: director of education, assistants in the education department, personnel relations director, personnel representatives, labor coordinators, assistant superintendents, plant superintendent, labor relations personnel, job analysis director, wage and salary adjustment director, incentive plan director, records and statistics chief, employment manager, assistant employment manager, employment interviewers and personnel, staff assistant in charge of material review, staff assistant in charge of riveting, staff assistant in charge of procedures, production planning personnel, welding specialists, department superintendents, material control coordinator, production coordinator, project control coordinator, engineering change and rework director, etc.

At other times I was called upon by Mr. Swint to do various types of work for the education department. Such activities included giving talks, writing summaries of the training given at Martin's, compiling training information and materials, drawing up materials for a preliminary survey in a proposed supervisory training program, reviewing training materials, and interviewing.

I attended training classes of various types, as well as participating in some of these activities. Mr. Swint gave me the opportunity to interview a number of individuals who needed personal attention with respect to their adjustment and personal satisfaction. I also sat in on planning conferences, grievance meetings, supervisory conferences and department meetings.

I saw the production of airplanes in all of their stages... During these shop visits, I would often be given a detailed explanation of certain phases of the work by either the foreman or some competent individual. I saw new products, processes and procedures of manufacture, as well as learned a great deal about
many new materials of industry. If at any time there was any question in my mind regarding certain work or operations, all I needed to do was ask, and the personnel always showed great eagerness to assist me in attaining the knowledge that I was seeking.
A PROGRAM OF STUDY IN HUMAN DEVELOPMENT*

UNIVERSITY OF MARYLAND
College Park, Maryland
College of Education
Institute for Child Study

The Institute for Child Study, directed by Dahiel A. Prescott, provides for direct study of children on the undergraduate and graduate levels. In addition to its campus program, the Institute provides child study opportunities for in-service teachers. Each of these phases will be explained briefly.

Undergraduate Program in Human Development Study

In the junior year education students enroll in the course, Principles of Human Development (H.D. Ed. 100, 101). This course provides for two semesters of study; each semester carries three hours of credit. During the current year, approximately 220 students are enrolled in this program.

Aim. The undergraduate program in human development is designed to meet the following aims:

1. To familiarize the prospective teacher with the broad principles of human development.

2. To provide opportunity whereby principles of human development can be applied to "flesh and blood" situations.

*Data explaining this program were secured through conferences with Professors John J. Kurtz and H. Gerthon Morgan of the Institute for Child Study, College of Education, University of Maryland at College Park.

Professors Kurtz and Dildine have reviewed this material.
3. To provide a broader concept and understanding of
the psychology of learning.

Negatively, it is not a study, through observation of
teaching methods, but rather a study of child growth and de-
velopment.

**Explanation of Undergraduate Program.** This program in
the study of human development covers three distinct phases;
(1) general lecture, (2) one-half day observations, and
(3) discussion meetings. Each will be explained briefly.

Weekly one-hour lectures are given by staff members
dealing with the basic concept of human development. Sci-
entific principles - how children grow, developmental tasks -
are presented and explained.

The student's junior year program is arranged in such a
manner that he is able to observe children one-half day per
week. These observations are usually in schools. Students
select one child and keep an anecdotal record of his actions
and reactions in school and playground situations.

One hour per week is allocated to discussion meetings.
Groups of approximately twenty students meet. As a group
they (1) clarify concepts presented in the general lectures
or in readings; and (2) discuss objectively the available in-
formation in the anecdotal record and finally do some inter-
pretation in terms of defined principles. A staff member is
present to help advance group thinking.

**Selecting a Child for Study.** Students are instructed
to select a normal child for study and one who will be avail-
able for observation. Permission is received from the school
and from the teacher prior to observation visits. The child under observation is not singled out and is not aware that he is being observed.

Keeping an Anecdotal Record. Each student keeps an anecdotal record—a series of events—which helps to describe the child in various situations. In addition, background information regarding the child's home and family is obtained from the teacher. As explained above the material collected for anecdotal records is used in the weekly small discussion meetings. Anecdotal record data are kept confidential.

Graduate Program in Human Development

Aim. The Institute has a graduate program which serves the following purposes:

1) to train specialists in human growth and development and child study, to serve as:
   a) staff members in college or university educational programs
   b) coordinators and directors of child study programs in various state or local school systems.

2) to provide intensive training in human development and child study for various specialists for whom this is basic, i.e., social case workers, psychiatric case workers, guidance people, etc.

3) to provide some insight into human development and behavior for many Master and Doctoral candidates in other fields of education and/or other university departments.

4) to provide direct contact with children for all of above, related constantly to the theoretical and scientific information about human development and behavior in general.40

40 The aims were sent to the writer by Dr. Glenn Dildine, Professor of Education, when he reviewed this material.
Inasmuch as this study is concerned with field experiences on the pre-service level further explanation of the graduate program will not be made.

**In-service Program in Human Development**

The in-service program permits teachers to earn credits applicable toward undergraduate or graduate degree requirements, or teachers may participate on a non-credit basis.

**Aim.** The aim of the in-service program is to help teachers gain a better and more reliable understanding regarding children's growth and behavior. Through this study teachers should become more effective in their educational practices.

**Arrangement of Study.** The in-service program is provided in schools throughout sixteen states and involves 76 centers. Local school systems request in-service programs; the institute conducts local workshops of one or two-week duration during the summer. In addition many attend a six-week workshop on campus. People return to their own schools and organize in groups of eight to twelve. A local person serves as the coordinator. Several other institutions of higher education cooperate by granting credit for the work.

The in-service program entails three years of study centered around three child development laboratory courses - H.D. Ed. 102, 103, 104. Each is a one year course, and each carries 2 semester hours of credit. Each group meets fifteen times during the year.

Through the study of the behavior of children observable
in their classrooms, each teacher selects one child for study and collects objective materials as on the undergraduate level. This material serves as the subject material for the group meetings. There are fifteen group meetings during the year.

In addition staff members from the University of Maryland visit each of the groups three times for two-hour periods and serve in a consultant capacity. Readings, lectures, and other sources of material serve as a supplement.

Summary

This program in Human Development provides for direct experiences related to child study. Lectures, observations and group meetings are interrelated to provide a broad basis for the understanding of children. Students place a high evaluation on this field and class procedure.
Aim

The aim of the Wayne program is to orient the prospective teacher with problems and experiences similar to those he would encounter in teaching. Through exposure to and participation in varied experiences, as well as study of the problems, it is hoped that the student will arrive at a better understanding of the teaching profession. It is hoped that the experiences may aid him in deciding what grades he may wish to teach and may even help him to decide whether or nor teaching is his chosen field.

Brief Explanation of Program

The origin of the Community Recreation Leadership program at Wayne University dates back approximately nine years. The College of Education felt that direct experiences were needed to supplement the University program of teacher education.

Except in the case of veteran students, Wayne University today requires all education students to enroll for two one-hour units of education credit, one in the first semester of the freshman year and the second in the first semester of the sophomore year. The student is allowed one semester of credit

*Data explaining this program were secured from Wayne University College of Education bulletins and through a personal visit with Miss Laura Osborn, the Coordinator of the Community Recreational Leadership program.

This material was sent to Miss Osborn for her review.
for each of the two Community Recreational Leadership programs. Each unit requires one hundred hours of participation. The catalog description follows:

Community Recreational Leadership
100. Community Recreation Leadership Skills I
One Hour.
Elementary skills and techniques of leisure-time activities of children and youth needed for recreational leadership. Arts and crafts, active individual and group games, group musical activities, story-telling and dramatics. Required by the College of Education of Freshman I students preparing for teaching.

120. Initial Field Work in Community Recreation Leadership I
One Hour.
Introduction into leadership of a small group in a church, community center, playground, summer camp, settlement, etc., under supervision. This course fulfills the College of Education entrance requirement of one hundred hours of leisure-time leadership of children and youth.

Over a period of years the university has had students serving in various social agencies in and around Detroit. Students are placed in settlement homes, Boy Scout clubs, Girl Scout clubs, YMCA, YMCA, camps, parks, recreational agencies, hospitals and Sunday schools. Public and private agencies are utilized. The participating students serve as assistants to leaders or teachers. An attempt is made to assign students to a particular task, i.e., a student of Industrial Arts may be assigned to an Arts Craft program.

Selection of Agencies. Agencies are selected on the basis of worthwhile experiences which they may provide students. Another basis for selection is the ability of the agency to guide, supervise and evaluate the participating

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41Wayne University College of Education Catalog - June 1947.
students. Over a period of years the University has been able to screen out agencies that have little to offer. Frequently non-participating agencies call the coordinator and request the assignment of a student. Before the student is assigned a university official visits the agency and discusses the purposes and aims of the program.

Pre-placement Procedures. An orientation program, group and individual, precedes the assignment of students. Students are issued a duplicated sheet containing instructions, are required to complete a Placement Information Blank for Community Group Service (Consult Appendix B-24), and are provided with a postal card which serves as a means of introduction to the agency. After student and agency agree on the assignment, the agency mails the card to the college. (Consult Appendix B-25 for sample introductory card.)

Supervision. The university relies almost entirely upon the agency for supervision. The program involves several hundred students each semester and direct university supervision is impractical with the limited personnel available.

Data Gathered. Each student is required to keep a diary of his activities and to submit a "Student Evaluation of His Group Leadership Activity." (Consult Appendix B-26 for form.)

The agency submits "Report Blank from Social Work Agencies" (Consult Appendix B-27.) This form is an evaluation of the student as viewed by the agency.

Subsequent Experience. The experiences are concluded with several meetings of all students who participated in the
Community Recreation Leadership program. Individuals describe their experiences to the others and ideas are exchanged. These meetings are recorded.
COOPERATIVE PROGRAMS WITH INDUSTRIES*  
WAYNE UNIVERSITY**  
Detroit, Michigan

Aim

The Cooperative Programs at Wayne University are designed to provide work-experiences in industry. Through work-experience the student or in-service teacher should gain a better insight into the social and technical problems existing in modern industry. The teacher or prospective teacher should also develop an awareness of the needs and expectations of modern industry, as well as the opportunities available to high-school youth.

Explanation of the Program. Wayne University, located

*Data explaining this program were secured from various publications, from Wayne University bulletins and circulars and through conferences with various members of the University faculty. The writer had two conferences with Dr. G. Harold Silvius, Chairman of the Department of Industrial Education, prior to visiting Wayne University. Dr. Silvius planned an extensive itinerary and this enabled the writer to visit with Messrs. Althouse, Bedell, Baysinger, Curry and Fraser, all of the Wayne University and/or the City Department of Education. Visits were also arranged to the Chrysler Corporation and the Henry Ford Trade School. The writer had opportunity to visit with Mr. William Merrifield, Assistant Director of Industrial Education, School and other staff members and to tour through the Chrysler Industrial School. The writer toured the Henry Ford Trade School and conferred with Mr. S. D. Mulliken, Superintendent of the School, and Mr. J. W. Busman, Assistant Superintendent of the School.

This copy was sent to Dr. Silvius for review.

**Kent State University and the University of Michigan work jointly with Wayne University in some of its cooperative programs with industry.
in the heart of industrial Detroit, through its Department of Industrial Education has established a close association with many industries. This relationship has resulted in many cooperative programs under the joint sponsorship of the University and specific industries. During the recent summer students from many states have been attracted to Wayne University for the benefits of the program.

The pattern of cooperative programs is extensive and is on the increase. New areas of work experiences have been started; others are being planned. This report deals with work experiences in (1) Industrial Arts-Cooperative Work-Study Curriculum, (2) Automotive Curriculum and (3) the summer Cooperative Work Study Program. The first will be covered comprehensively and the others briefly since each follows a somewhat similar pattern.

In addition to the three areas enumerated above, Wayne University has a welding curriculum and conducts summer institutes for welding and drafting teachers.

**Industrial Arts-Cooperative Work-Study Curriculum**

This program of studies is open to students pursuing studies toward the Bachelor of Science degree in Industrial Education and is intended primarily for students who have not had trade or industrial experience.

**Arrangement of Program.** In alternate semesters the student is placed in a supervised work experience position and at the conclusion of his program he will have gained industrial or trade experience approximately equivalent to
two years. This combined curriculum requires 108 semester hours of college work and allows 16 semester hours credit for the work experience.

In pursuing the program hours of employment and/or schedules of classes are arranged to permit the student to enroll for approximately one-half of a college load concurrently with his industrial experience. In brief, the student is enrolled for a full program of studies during each first semester and during the second semesters he is placed in industry, at the same time being enrolled for one-half a regular load in the morning before work or in the afternoons or evenings following work. This is in addition to the four semester hours credit received for supervised work experience.

By pursuing the above program of one semester of work and part-time study followed by a full semester of study, competent students may complete their degree program in four years providing that each summer is devoted to university study.

**Induction of Student.** Each student passes through the regular employment channels established by the industry. In some cases this involves the student's completing a battery of tests required of all new employees. These experiences are considered valuable for, among other reasons, the intending teacher will gain first-hand acquaintance with experiences

\[42\]While some students enroll for full-time study during the first semester, others are placed in industry during the first semester. In this way the participating industry is assured of having a student-worker each semester.
his students will undergo.

Types of Experiences. Placements are planned to give the student industrial experience in subject areas related to his teaching. In respect to this particular program most students are placed in the Department of Industrial Education of the Chrysler Corporation. This division of Chrysler is, in essence, a factory school operated on a regular production basis. Students design jigs and fixtures which are then made by the students and are finally used by students for mass production of automobile parts. These parts are then used in the plant.

Most of the experiences are related to the metals and machine division. Students are rotated from one experience to another. A general breakdown of time allotted to specific experiential areas for the first two semesters follows:
Benchwork - 90 hours, shaper - 30 hours, lathe - 400 hours, milling machine - 90 hours, drill press - 30 hours, grinder - 120 hours, optional - 60 hours. The above schedule is merely suggestive and adherence to it is largely determined by the student's background and adaptability to particular areas of work. In addition to the experiences indicated, provision is made whereby the student can gain experiences in design and layout, in the tool room, in heat treatment, welding and foundry.

Occasional tours through the plant, related classroom meetings pertinent to shop math and theory, films and lectures by members of management are designed to round out the
student's industrial experiences. During the second two semesters students are moved from one department to another in the Chrysler organization.

It may be well to point out that the Chrysler Corporation has "co-op" programs in conjunction with several Detroit public high schools. In the review of the Kent State University "co-op" program (p. 134), mention is also made of the placement of students at Chrysler. Kent students follow Wayne's program, but are placed for one quarter of a school term (10 or 12 weeks).

Experiences provided at Chrysler best meet the needs of prospective machine shop and metal working teachers. As regards other areas, students aspiring to teach printing are placed in a garage.

The Wayne University cooperative work experience program is predominantly related to the metals area. This may be attributed, at least in part, to the instructional needs of a predominantly metal conscious city. However, work experience to a lesser degree is also available in printing, welding, refrigeration, drafting and auto-mechanics.

Remuneration. Students are paid the prevailing rate determined for cooperative students. The rate for the current year is $1.07 per hour.

Supervision. The student is under the direct supervision of plant personnel while working in industry. During his period of study he is under the direction of the University. University officials have the Corporation's approval to visit the plant at any time for the purpose of checking on the prog-
ress and training of students. In return the representatives of Chrysler have permission to visit the University for the purpose of coordinating the work experiences with University training.

**Evaluation of Experiences.** A system of records has been set up for cooperative students. These records are kept up-to-date by plant officials and are made available to the University.

**Automotive Curriculum and Welding Curriculum**

The purpose of this five-year curriculum, which includes work experience, is to prepare teachers of automotive mechanics or teachers of welding. The program leads to a Bachelor of Science degree and provides for a major in Industrial Education with minors in science and social studies. Graduates receive a Michigan secondary provisional teachers' certificate.

**Explanation of the Program.** The automotive mechanics and welding programs were developed to meet the urgent demands of industry and schools for technically trained men. The program was based on the recommendations of the Automotive Industry-Vocational Education Conference.

The curriculum as outlined requires five full years of work and study. The student spends three years as a full-time student, two years and two summers in automobile repair shops as a mechanic, and two summers in attendance at factory training schools. During his period of work experience he enrolls in a part-time study program at the University.
A brief program outline follows:

**First year**
School Year - Full-time student
Summer Session - Work Assignment

**Second year**
School Year - Work Assignment
Part-time Student
Summer Session - Factory Training Schools

**Third year**
School Year - Full-time Student
Summer Session - Work Assignment

**Fourth year**
School Year - Work Assignment
Summer Session - Factory Training Schools

**Fifth year**
School Year - Full-time Student

**Advisory Committee.** The University has wisely sought the help of various agencies and persons associated with the problems of automotive training. An advisory committee, comprised of various representatives, helps in selection of students, improving courses, locating job opportunities and promoting public relations. This committee has been largely responsible for the pattern and success of the program.

**Credit Arrangement.** In the above program 108 semester hours of college work are required, 24 semester hours are allowed for supervised work experience, and 12 semester hours are awarded for experience in special institutes.

**Placement of Students.** In fulfilling the two-year, eight hour per day work requirement, automotive repair garages in the Detroit area cooperate wholeheartedly.

As regards the three eight-week periods necessary to learn modern techniques and processes in analyzing and servicing automobiles, automobile service schools are utilized.
Some of the cooperating companies are: Bear Manufacturing Co., Rock Island, Illinois; Delco-Remy Division-Anderson, Indiana; Porter-Ferguson Company-Flint, Michigan; Sun Electric Company-Detroit, Michigan; Carter Carburetor Corporation-St. Louis, Missouri; General Motors Institute-Flint, Michigan; The Electric Auto-Lite Company-Toledo, Ohio; Automotive Machine Shop-Detroit, Michigan.

Remuneration for Work Experience. The student is paid the rate commensurate with his production ability.

Summer Cooperative Work-Study Program

In addition to the two previously explained programs, Wayne University provides experiences for those who desire work while attending the summer session. This program provides industrial experiences similar to those mentioned in the Industrial Arts-Cooperative Work Study Program and is in cooperation with the Chrysler training division. However, the periods of time devoted to various machines and operations are of necessity materially reduced.

The experiences gained are through association with workers, tools and materials. In addition, a series of approximately forty lectures (on company time) are scheduled to round out the experiences. During the 1948 summer program the following subjects were covered: Orientation, Factory Safety, Personnel Methods, Post-War Production, Local Surveys of Occupational Needs, Chrysler Corporation, Industrial Relations, Production Methods, Problems of Unemployment - What Michigan Is Doing about It, Financing Automotive Pro-
duction. In all forty subjects were covered.

Leaders from industry, education, labor and government lecture to the group and a question and answer period follows.

Men and women, young and old, shop teachers, language teachers, guidance counselors have enrolled in this work-experience program which involves learning through work.

Reactions to Programs

A Supervisor's Reaction to Work Experience. In discussing the benefits of work experience with Mr. Earl Bedell, Supervisor of Industrial Education teachers in Detroit, the writer was advised that graduates who have had industrial experience generally make better teachers. Mr. Bedell concluded, "The day is probably near when we'll have to change our concepts and we'll not certify teachers who have not had some industrial experience."

Industry's Reaction to the Cooperative Program. The writer had opportunity to discuss the work-experience program with three officials of Chrysler corporation. These men believed that the end results were difficult to evaluate, but felt that the arrangements were highly desirable for the following reasons: Better trained teachers should mean that industry would receive better prepared youngsters from the high schools; teachers who are aware of labor-management problems may influence the thinking of youngsters and these improved attitudes are desired by management; some of the graduates who received work experiences return to fill responsible positions in industry; the good will created
through cooperative arrangements is immeasurable.

Summary of Wayne's Work Experience Programs

Wayne University is probably the nation's pioneering institution in the area of work experience through cooperative programs with industries in the teacher education field. The writer has been unable to discover another institution that has utilized work experiences to a degree comparable to Wayne University.

It is no doubt true that Wayne is favored by its location in Detroit. It is literally surrounded by some of the world's largest industries. However, the fact should not be overlooked that other teacher education institutions have neglected many industrial possibilities frequently located in their very backyards.

Wayne University appears to be a community institution sensitive to the needs of that community, and this fact no doubt contributes to its exceptional attainments in work experience programs. Likewise, from this community sensitivity stem the University's excellent industrial relations, essential to the success of any cooperative undertaking.

However, neither community sensitivity nor excellent relationships are acquired without prodigious work and fine organization.

Successful cooperative programs demand hard work and excellent organization. Wayne University's success in this area comes from having successfully met these two essentials.
FIELD EXPERIENCES RELATED TO ORIENTATION TO EDUCATION*

WILSON TEACHERS COLLEGE
Washington, D. C.

Wilson Teachers College has several provisions whereby field experiences are made available to prospective teachers. The explanation of field experiences related to the orientation to education course and the night life tour are sufficiently different from other programs reported in this study to warrant review. Only brief mention will be made of other field experiences at Wilson Teachers College.

Aim

The field work related to the orientation to education course attempts to provide experiences with children and with institutions or agencies which work with children. These experiences are intended to help the student in deciding the grade level he wishes to teach and in inducting him into community activities.

Explanation of the Program

As mentioned above this report will deal primarily with field experiences related to an orientation course. The course description follows.

Education 103 - Introduction to Education. 3 semester hours.

*Data explaining this program were secured from Wilson Teachers College bulletins and through conference with Miss Anna D. Halberg, Professor of Education and Chairman of the Division of Education and Psychology at Wilson Teachers College. This material was reviewed by Miss Halberg.
Students who contemplate teaching should know the nature, direction, and social significance of the school in American life. They need also to have some opportunity to get acquainted with children to determine whether they have the interest and abilities necessary for a successful teacher. This course gives students an opportunity to see children in action in our schools, clubs, and playgrounds. It introduces them to the school as one of the social agencies in our community and encourages students to undertake some active work with children at home, in clubs, playgrounds, church, or to a limited extent in the school itself. The purpose and function of our program of education for children, the origin and development of our school systems, current problems the country is facing in providing educational opportunities for all children, and some of the implications for education in the work of the world today are considered.

Students visit the National Education Association, the Association for Childhood Education, the Office of Education, and various social agencies which are interested in children. Students discover their abilities and interests through working together, and begin to arrive at a conclusion as to their choice of a major field.43

At the outset of the course, which meets a double period each week, lectures and movies precede visits into social agencies and institutions. The following movies were shown during the Spring 1950 semester:

Feb. 10 Developing Pupil Interest . . . . 13 min.
Teacher and Pupil Planning
and Working Together . . . . 19 min.

Feb. 17 Child Training - Let Your
Child Help You . . . . . . . . 11 min.
Near Home . . . . . . . . 25 min.

Feb. 24 Child Development -
Life With Baby . . . . . . . 18 min.
Child Training - Getting Ready
for the Dentist . . . . . . . 11 min.

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After the initial lectures and movies the group visits an elementary school where, through previous arrangements, it finds opportunity to confer with the principal. A similar visit is made to a junior high school, to a senior high school, to a vocational school and to special classes for handicapped children. Following the visits to educational institutions, students are awarded opportunities to visit children's hospitals, health and recreation agencies, department stores specializing in children's toys, and other establishments associated with children. The students are privileged to have at their disposal for visitation the wealth of national agencies found in the nation's capital, as characterized by the National Education Association and the United States Office of Education.

The regulations governing all visits are that each must be focused on professional education and each should give promise of providing students with fundamental understandings of educational endeavor.

Determining the Need for Additional Experiences. Freshmen students, at the beginning of their college careers, are usually required to indicate past experiences with children, current experiences, employment experiences past and present and the types of experiences they desire to receive. In view of the data indicated, students are helped to arrange for additional experiences. The kind of experience varies from one semester to another. Participation in community or
social agencies is on a voluntary basis. College officials feel that experiences should not be made mandatory, but rather should be elected by the student as evidenced by his felt needs. Students who desire to participate with youngsters in private, social or religious institutions follow a pattern similar to that described in the Miner Teacher College review.

**Student Reports.** Students prepare written descriptions of each visit or observation and these data serve as material for discussion groups held in connection with the Education 103 course.

On numerous occasions groups have united their efforts in the production of manuals or guides dealing with selected areas of community problems. In 1948 a committee prepared a bulletin titled *Where Is Your Child.* This was an attempt to serve the community in its struggle against juvenile delinquency. The above mentioned booklet surveyed the Washington, D. C. area and its facilities for helping meet the needs of pre-school and dependent children, as well as its facilities for aiding parents in understanding and planning for their children. These booklets have been distributed to the Parent-Teachers' Association and other agencies.

**The Night Life Tour**

An interesting field experience at Wilson which stems from the Education Club is the Night Life Tour. The club, which is open to all students, plans and arranges an itinerary for a specific evening. The group meets at the college
and the students enjoy refreshments. The following tour, conducted last December, is typical. (1) The first stop was at the Gallinger Hospital. Students, playing the role of Santa Claus, brought small gifts to the young patients, then talked with nurses about some of the cases, and sang Christmas carols. (2) The group then visited the Boys Club, talked with the director, and observed the children at various activities. (3) The next stop was at a colored settlement house where the group held a conference with its director, observed children at play and participated in some of the games. (4) Following this stop the group visited the Friendship Settlement House (white) and experienced a similar pattern of events. (5) The students next found their way to a teenage dance and joined in the festivities. (6) Finally the group stopped at a restaurant for a midnight snack.

The Night Life Tour provides a concentrated experience which broadly orients the intending teacher with various aspects of community activities.

Other experiences, related to specific courses, are available at Wilson Teachers College, but are not included since they follow a pattern similar to other programs explained in this chapter.
CHAPTER VI

PROGRAM REPORTS: DATA FROM CORRESPONDENCE

In this chapter field experience programs of twenty-three separate institutions are presented briefly. Information which served as the basis for these reports was obtained largely through personal correspondence. Schools which indicated having field experience programs on the preliminary card questionnaire were contacted by letter. The data received were analyzed. Institutions not selected for visitation (consult Chapter IV) and programs not reviewed in Chapter II constitute the basis of this chapter.

The programs reviewed in this chapter represent a nation-wide distribution. Some institutions that reported in the preliminary survey as having field experience programs were delimited from this study. Five institutions misinterpreted field experiences and sent materials explaining field extension programs. Two institutions advised that they were in process of organizing programs. Six schools neglected to answer by time of writing and were excluded for lack of data.

Since some of the institutions have more than one form of field experience it was not possible to categorize programs according to areas. The arrangement adopted follows an alphabetical form.

Agricultural and Mechanical College of Texas, College Station, Texas: Industrial and Educational Tours and Summer Internship in Industry.
Dr. Chris H. Groneman, Head of the Industrial Education department, explained in his letter of December 21, 1948 the Industrial and Educational Tours.

**Industrial and Educational Tours - Each Spring all of the seniors who will finish that semester or before the next industrial tour, participate in a planned three-day tour of industries, trade and industrial, and Industrial Arts programs.**

In addition this institution desires students to have at least one summer of industrial employment. A second quotation follows:

**Summer internship in Industry - At present our students are encouraged to seek industrial employment approved by this department for at least one summer before graduation. This is not a requirement as yet, but will probably become so as the veterans finish their education... The non-veteran students, due to their age and other factors, usually do not attend during the summer term and it is for these that this program may be initiated.**

**Berea College, Berea, Kentucky: Work Experiences Related to Professional Interests.**

The founders of Berea College in 1855 believed labor was an integral part of a well balanced educational program.

President Francis S. Hutchins, in his letter of March 16, 1949, gave several illustrations of how students relate work experience with professional interests. The reference to a girl aspiring to teach English is a fitting illustration.

... a girl who is expecting to be a high school teacher of English will in all probability go to work in the college Library. There she will be trained in the necessary skills so that she can render a useful service in the Library. Then when she goes out to a high school she can inform her principal that while she is not a trained librarian, she does know how a library operates and thus will find herself able to render more service than otherwise would be the case.

In order to provide work experiences for all, the college
has founded the Student Industries. These industries, which include a bakery, candy kitchen, printing shop, needlecraft, broomcraft, woodcraft, fireside weaving, mountain weaving, dairy and creamery, are self-sustaining.

(Danbury) State Teachers College, Danbury, Connecticut: Interim Program.

Miss June Selder, member of the interim committee, in her letter of February 7, 1950, and in an attached article explained the origin and philosophy of the interim program. Excerpts follow:

"... Danbury State Teachers College ... has included, as an integral part of its program, an Interim Period or Work Activity Period, during which time all Freshmen and Sophomores are given opportunities for work experiences or non-academic activities over and beyond the regular college facilities. For a period of four weeks during the college year the underclassmen put away their books and venture into dozens of different activities to meet and help solve some of the problems of society, business and industry.

... the students do not utilize the four week period to train themselves further in their chosen profession; rather, they must pursue new and hitherto untried activities for the purpose of enriching their backgrounds, broadening their interests and clarifying their purposes. And the activities engaged in are as diversified as might be expected. ...

... The idea of the Interim Period originated with the faculty. ... However, these suggestions were not considered satisfactory to the students who felt that there were not enough chances for individual work experiences; rather, there were too many observation or inspection trips proposed. A letter from a group of Sophomores to the faculty effected a radical change in the faculty plans. ...

"In every possible case," wrote these Sophomores, "let us work individually, meeting people - learning - progressing."

" -- supply the ideas for our own particular projects -- let the future journalist become typist,
receptionist or copy boy - let the future social worker be a kitchen assistant at George Junior Republic - - let the physicist wash test tubes in an industrial laboratory."

The letter was warmly received and welcomed by the faculty, for it was evident that the students, for the most part, would discover their own projects and that they would cooperate willingly in planning and organizing the work for the four-week period.

The principles which governed the selection of projects are presented.

The student, in so far as possible, made his own preliminary arrangements with the understanding that the project selected was to be a new experience for him. . . . one that was not an integral part of the normal academic program nor a hobby which had been pursued in the past. . . . the four-week period was set aside for gaining additional and new experiences. . . .

Letters were then sent out to the various agencies and students worked with their faculty sponsors until the plans were completed. Nearly all the cooperating agencies received the students with interest and in a helpful spirit. Executives of factories, schools and hospitals went out of their way to find places for the young men and women in their organizations and to formulate schedules which would offer the greatest benefits and experiences to the students. . . .

Financial considerations were relatively unimportant, for in general the students selected projects which they could afford.

The following quotations illustrate the types of experiences that were undertaken:

This year's Interim Period is now in session, and our students are gaining a wide variety of experiences. A number of students are working in New York settlement houses and three students are working in the U. N. Nursery School. Other students who have planned projects in New York are working in restaurants, publishing houses and Y. W. C. A.'s. Several students are working in schools for the deaf and blind in New Jersey, Hartford, and New Haven. . . . . . . . . . . . . . . . . . .

In the initial experiment in 1948, seventy-four different projects were undertaken by the students,
each activity planned and carried out by faculty and students together. . . . the following list indicates the diversity of interests: Hospital Laboratories; Industrial Plant Laboratories; Settlement Houses; Prison and Reform Schools; Nursery, Kindergarten, Elementary, High and Technical Schools; schools for the physically and mentally retarded children; Newspapers; United Nations; Insurance Companies; Stores; Motor Vehicle Departments; Radio Repair Shops; Art Studios; Music Conservatories; Cattle Breeding and Game Breeding Associations; New York City Museums; Theatres and Churches; trips to Washington, Florida and Texas.

In almost every case the student gained experiences, not as an observer but as a participant or apprentice in the school, plant or particular place of his choice. Following his return to college, he was required to evaluate his experiences carefully and upon the acceptance of the evaluation, he was considered by the faculty to be in good standing and to have fulfilled his obligation satisfactorily. No other sort of credit was given for the Interim Period work.

The evaluation of student experiences is explained in the following quotation:

Evaluations of the student experiences were made in the varying forms of the diary, the long paper, the work sheet, the questionnaires and the oral discussions. The evaluations gave evidence of almost unanimous approval of the Interim Period idea. The Freshmen and Sophomores, as a whole, felt that the experiences gained were exceedingly valuable, interesting and enriching.

The final remarks in Miss Selder's letter are indicative of the possibilities of the Interim period.

The Interim period is just the beginning of what might grow to be a work experience program, which would include larger blocks of time, guided planning of summer jobs, and a closer integration with other college experiences.

(Indiana) State Teachers College, Indiana, Pennsylvania: Varied Experiences.

In his letter of April 3, 1950, Mr. Arthur F. Nicholson of the college's public relations office listed the following
The State Teachers College at Indiana, Pennsylvania, provides the following experiences in addition to formal student teaching for all or some of the students we train.

1. Observations from 1st semester on in the John A. H. Keith School and in the Indiana Borough Schools.

2. Reading to elementary school youngsters each week at the Indiana Free Public Library.

3. Reading, entertainment and parties for the youngsters in the Williard Home (Indiana County home for underprivileged children.)

4. A nursery school for home economics students to gain experience.

5. A home management house where home economics students run the home and care for an adopted child.

6. Conducting speech and reading clinics for youngsters in surrounding high schools.

7. Assisting in the work of the Psycho-Educational Bureau. Giving of standard tests, etc.

8. Field trips of all kinds to schools, industries, businesses.

9. Program of cooperation with local merchants in retail selling courses wherein students actually sell in retail establishments.

10. Placing students as counsellors in summer camps.

11. Observation and participation in work of Church Schools, Teen-Age Clubs, Boy and Girl Scouts.

12. Tutoring experiences.

13. Workshops in camp counseling, public school dramatics.


15. Assisting in public school radio broadcasts.
The general aim is to give every student as many varied actual teaching experiences as possible.

**Iowa State College, Ames, Iowa: Visits and Industrial Experiences.**

Dr. Thomas A. Hippa, Professor of Education, in a letter dated December 30, 1948, stated:

Planned industrial visits are scheduled in practically every shop course here. Furthermore, we encourage our students to do this sort of thing as they travel on their own about the country.

In addition this institution encourages its prospective Industrial Arts teachers to gain industrial experience. The following is another quotation from the previously cited letter:

Very definitely our people are encouraged to secure industrial experiences. We advise them as to the type of experience they should get. Naturally, we help them select the plant or contractor.

Our aim here in all areas is to make the experience real.

**Louisiana State University, Baton Rouge, Louisiana: Industrial Experiences.**

In his letter of January 6, 1948, Mr. Everett G. Smith, Acting Head Industrial Education Department, explained the scope of industrial experience at his institution. "At the present time we are anxious for, and encourage our men to have some industrial experience, say one or two years, but it is not required before graduation."

**Marshall College, Huntington, West Virginia: Field Experiences.**

In a letter from President Stewart H. Smith the following data are excerpted:
"Field Experiences" - The above courses are conducted so as to require each student to carry on as an integral part of his or her course work an activity which provides for direct association with boys and girls of various age levels. Students are allowed some choice in the selection of the activity in which they will participate. Each student must spend a minimum of seven hours weekly in this "laboratory" work.

Students are placed in such various agencies as: Scouts, 4-H Clubs, Y. M. C. A., nurseries, hospitals and playgrounds.

(Milwaukee) State Teachers College, Milwaukee, Wisconsin: Field Experiences for Prospective Teachers.

Through correspondence, the writer received mimeographed data explaining this institution's program. In addition to the formal period of student teaching this institution provides for additional off-campus experiences in the public schools. School officials are contacted by the College regarding placement of students for a two-week period in September. This plan is similar to the Ohio State University September Program and the Radford State Teachers College program explained in preceding chapters.

(Newark) State Teachers College, Newark, New Jersey: Field Studies.

Field studies at this institution form an integral part of various courses. The following summary was sent to the writer on April 4, 1950 by Dr. John B. Dougall, president of the school:

Fine Arts field studies. Because Newark is accessible to the art museums and studios of New York City the Fine Arts department schedules daily as well as afternoon field trips to the various museums and studios of outstanding artists working in the metropolitan area. These field studies are
conducted by the instructor in charge of the Fine Arts class in the college. Transportation is usually public transportation. . . .

Field studies of the Social Science department are concerned with attendance at the United Nations which is accessible by short bus trip from the college. A chartered bus is used for this purpose, the students paying their own share of transportation costs. The Social Studies department also makes bus trips to the State Legislature. . . .

The Science department utilizes field trips to observe geographical conditions throughout the state. Within a day's trip by bus all conditions from the Coastal Plains to the Piedmont Region can be observed. . . .

Field studies in conservation are conducted apart from the college at the above mentioned School of Conservation in Stokes State Forest. These courses extend over a period of three weeks in summers. From this base excursions under the direction of the Department of Forestry and the Department of Soil Conservation are made. . . .

(Paterson) State Teachers College, Paterson, New Jersey: Education for Leadership through Laboratory Experiences.

Attached to his letter of April 4, 1950 Dean Kenneth White sent a bulletin explaining Paterson's program of field experiences. The following quotations are excerpts from the bulletin and explain the institution's philosophy regarding field experiences.

The curriculum for the preparation of teachers seeks to improve the students' general education, to assure basic professional understandings and a thorough knowledge of children, and to develop teaching skills. To accomplish the latter two aims the principle of "learning by doing," as exemplified in some type of laboratory school experience, has been found most effective.

There are three aspects of the laboratory school experience at Paterson. The first is voluntary ob-

Observation of children in two public school classrooms... and on the playground of the public school. In addition, students are encouraged to work with children on a volunteer basis in various community agencies. These observations and field experiences are available beginning in the first year and throughout the entire four-year course. Many students also have valuable experiences in summer camp and playground work.²

Unzicker outlined the volunteer service program in the same bulletin. He states:

... A very large proportion of our students in teacher education curricula have volunteered their services during the junior year to a large variety of organized groups. They have reported progress and problems to college classes; and the classes have discussed these problems... those students who are concurrently working with children are in a position to transfer class learnings to practical situations of the kind they will constantly meet in their profession as teachers...

Beginning this year Paterson State Teachers College students will be fortunate in that guidance will be given on the job, combined with lectures and informal class discussions directed by men and women who are themselves directing a wide variety of children's activities. The Paterson Social Planning Council through a special committee, has arranged (1) to sponsor a 12-hours course related directly to leadership, and (2) to assist students in finding groups of boys and girls in need of leadership...

The leadership course is in charge of a coordinator, and the scope and sequence of problems have been outlined in advance. However, each session will be directed by a different person, representing throughout the course a wide range of community organizations. YMCA, YWCA, YM-YWHA, CYO, Scouts and other organizations furnish the leadership in this course in leadership... The diversity of leadership in the course, the small size of the seminars, and the fact that each student will be working in a position of leadership with a group offer promise of challenging and helpful experiences...

... The cooperating social agencies are rendering a very great service to future teachers by enriching and enhancing their experiences with children and young folks. The students will be rendering a service to the community through the leadership they give. . . .

White explained the Practicum, the first organized and required experience, scheduled in the junior year. White's resumé follows:

The first organized and required laboratory school experience, called the practicum, comes in the junior year. Every junior in the general elementary and kindergarten-primary curriculum spends 30 days throughout the year in a public elementary school classroom. Business education juniors spend somewhat less time in high school classrooms. The practicum is an extension of the several college courses into public school situations. Its specific purposes are:

1. To re-acquaint the prospective teacher with the school program.
2. To afford the prospective teacher an opportunity to observe and study children in learning situations and recreational activities.
3. To motivate learning in the college classes.
4. To provide illustrations of teaching techniques and pupil reactions in various subject matter areas.
5. To acquaint the prospective teacher with the relationship of the school to the community.
6. To provide opportunities for prospective teachers to observe and to participate in various phases of classroom management and teaching.

The Juniors are scheduled for classes at the college only four days each week, leaving one day available for assignment to a public school. . . .

Since observation and participation are stressed in the practicum instead of practice teaching, students are usually assigned in groups of three to each classroom. Here they observe children in a

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school situation and note the practical application of their college studies. They carry out studies and projects relating to their various college courses.

This type of junior practicum has evolved over a period of several years. . . . it will be modified in the future to meet new needs and as the result of suggestions from teachers and students concerned with it. . . .

Student teaching is scheduled in the senior year for two, six-week periods.

Rhode Island College of Education: Field Experiences.

In explaining field experiences, Dr. Lucius A. Whipple wrote (letter dated October 13, 1949):

. . . All of our students have a semester of observation in the Freshman year. . . .

. . . We do encourage all of our students to volunteer for services in various types of social welfare organizations such as, Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, Community Houses and things of that nature. A great many of them do considerable of this nature. We also take them on trips to hospitals and Social Welfare institutions. This of course is purely observation. . . . Nothing has been written pertaining to our program. . . . It is merely an honest-to-goodness well developed program of student teaching. . . .

San Francisco State College, San Francisco, California: Field Trips.

Dean P. F. Valentine, of this institution, explained the field experience program in his letter of April 12, 1950. His summary follows:

In addition to student training we conduct a course of 8 units which is preliminary to student teaching. This course has the scope of educational sociology, introductory educational

4White, op. cit., pp. 7-8.
psychology, and growth and development. Since it is initiatory to actual training, we include field trips to local schools where directed observation is conducted.

Southern University, Baton Rouge, Louisiana: Industrial Work Experience Related to Industrial Arts Major Interests.

Mr. J. W. McLeod, Teacher Trainer of Trade and Industrial Education at Southern University, explains the industrial experience requirements at his institution. A quotation from his January 9, 1949 letter follows:

In order to narrow the gap between the student's college training and production practice outside the institution, all students are required to receive from 400 to 800 clock hours of work experience in production relative to his major technical areas. Four to eight credit hours are allowed for this work.

It is interesting to note that credit is allowed at the rate of one credit per hundred hours of industrial experience.

University of Cincinnati, Cincinnati, Ohio: Community Field Experience Project.

The University of Cincinnati developed, in the fall of 1950, a program of experiences related to the introductory education course. In his letter of December 13, 1949 Professor Irving Robbins summarized the program and sent explanatory materials. An excerpt from his letter follows:

... Since our aim in Education I, our foundations freshman course, was to orient students to the teaching profession and to guide them into the teaching profession if they were interested in children, we felt that a field experience was an essential part of the course. In cooperation with the Central Volunteer Bureau and the Council of Social Agencies in the city of Cincinnati we were able to coordinate the services of sixteen youth-serving agencies for a community field project. ... "The Guide for Student Volunteers in Leisure-Time
Agencies" was drawn up by the Central Volunteer Bureau people in order to orient our students to the possible experiences in the field. Our students, after reading this pamphlet, making visits to these agencies, listening to a panel of agency people, and questioning the leaders of these various agencies following the panel, filled out a questionnaire expressing an interest in a given agency. . . . Each individual was then interviewed by a member of the agency requested by the student. . . . In all, approximately 180 students out of the total of 425 registered students volunteered for two to three hours of service each week for the full year.

The pamphlet Guide for Student Volunteers in Leisure Time Agencies, prepared by the Central Volunteer Bureau, lists the various agencies, their purposes and the learning experiences that are available.

University of Denver, Denver, Colorado: Student Assistants.

The School of Education of the University of Denver provides a program of field experiences which is related to two courses of education. Prospective teachers serve as assistants in various schools. Data explaining this program were secured through interview with Dr. Wilhelmina Hill,* specialist in the Social Science Division of Elementary Education of the U. S. Office of Education, and through correspondence with Dr. Herbert K. Galther, Director of Student Teaching at the University of Denver.

The following explanation was taken from Bulletin #4 (undated), School of Education, University of Denver. This bulletin is made available to supervising teachers who have student

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*Dr. Hill was associated with the University of Denver prior to her position with the U. S. Office of Education.
1. "Student Assistant" is the name given to those students enrolled in the courses Education 200 and 205. They attend campus classes in connection with these courses three times each week and observe and participate in public school classes four hours of each week during the quarter. They are expected to report to the supervising teachers during the second week of the quarter as arranged by the principal, coordinator, or other official in the school.

2. The campus class work is related to the backgrounds for teaching and to problems arising from the experiences gained in the schools visited.

3. By observation and through participation in practical and meaningful activities the student assistants gain a needed introduction to teaching. These activities should include actual assistance in class work, in some cases to include group leadership for short periods, remembering that regular student teaching is planned for a later period when broader background will have been developed.

4. At the close of the quarter the supervising teacher will be asked to write an evaluation of each student assistant. A report of attendance will also be expected. It is suggested that this form be reviewed with the student assistant early in the quarter. This report may be returned by the student assistant or through the school mail.

5. Remember, students learn most through active participation.

6. Some teachers have found it possible to shift their programs, at times, so that students may participate in more than one type of work. This is deeply appreciated but is not required.

University of Kentucky, College of Education, Lexington, Kentucky: Experience with Community Agencies.

In a letter dated February 6, 1950, Dean Frank G. Dickey, College of Education, explained the newly organized undergraduate course which stresses experience with community agencies. An excerpted explanation follows.

... Just this year, we have inaugurated an undergraduate course for all prospective teachers
in which the major emphasis is placed upon experience with community agencies. This course is offered at the junior level and is a prerequisite to student teaching. Students, as a part of this course, work with the Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., community libraries, and many other organizations. All of this work is done under the supervision of the instructors for this particular course. This course also includes many observations in schools in addition to the one in which the students will do their student teaching.

Opportunity for field work is also provided at the graduate level.

University of Miami, Coral Gables, Florida: Field Experiences Related to Specific Courses.

The School of Education of this institution has direct field experiences as an integral part of three courses. Dr. Ruby Warner's letter of March 31, 1950 explained these experiences as follows:

Education 201 School and Community has field experiences in various aspects of the community - courts, churches, schools, social agencies, undertaken by committees of students who have free choice of their activities and who report back to the larger class group when their work is completed.

Education 202 Field Work in Community Service gives students experiences in actual participation in social work in the elementary school classroom, and in the secondary school classroom.

Education 306 Science in the Elementary School has four excursions per semester in connection with the various large units in progress. Examples: Fairchild Tropical Gardens, a farm, Rare Bird Farm, Telephone Building, University Experimental Agricultural Station, etc.

University of Michigan, Ann Arbor, Michigan: Field Experience in Education.

The following summary of field experiences has been excerpted from a duplicated sheet sent the writer by Director
To increase the understanding and experience of teacher candidates, certain arrangements have been made with selected educational and social agencies in Ann Arbor for various types of field placements. Students, on a credit basis, will spend time during one semester actually working in the program.

**C20 Field Experience in Education.** Six hours field work, one hour seminar per week. For juniors and seniors.

1. **Ann Arbor School.**
   Practice teaching of slow-learning children at the Ann Arbor School.
   There is also the opportunity to do group work and occupational-recreational therapy in evenings and weekends.

2. **Michigan Children's Institute.**
   Group work, recreational and therapeutic with children who are state wards and are awaiting foster placement. Many of the boys and girls show symptoms of emotional disturbance. Late afternoons, evenings, and weekends.

3. **Public School, Special Work.**
   An opportunity to tutor individual children and to develop noon recreational programs. Part of noon hours, morning and afternoons.

4. **Nursery Schools.**
   Private and cooperative nursery schools. Assisting teachers, helping with program.

5. **University Hospital School.**
   Work with regular child patients or children from Michigan Children's Institute or Neuropsychiatric Institute. Elementary through high school. Previous practice teaching preferred. Morning, afternoon.

6. **Ypsilanti State Hospital.**
   Participation in the educational program for the emotionally disturbed children in this mental hospital. Morning, afternoon.

**C132 Clinical work with typical children.** (2-4 hours) A laboratory course in which the student is given practice in examining, diagnosing, and teaching children who are experiencing unusual difficulty in learning.
In addition to the above provisions for field experiences the University of Michigan operates a Fresh Air Camp. Students receive direct experiences with youngsters at this camp.

University of Minnesota, Minneapolis, Minnesota: Individual Experiences.

In the junior year, Introduction to Secondary School Teaching (Education 55A and B) is taught with the following objectives in view:

1. To develop in future teachers an understanding of the school as a basic social institution, and

2. To develop in future teachers an understanding of the children they will teach.

In reference to the two courses the following are recommended activities students should pursue:

1. **Supervision of children.** To provide contact with and observation of the daily activities and learning situations of children outside of their regular school life, activities are recommended which will take the student into contact with children in as many social situations as possible. Such experiences might be obtained as a Scout Leader, in playground duty, as a Sunday School teacher, or in other ways.

2. **Social Service.** To become acquainted with the resources of a community, practical experiences in the activities of some social agency is recommended. Such activity can be combined with work in any other category. An example of such service is that performed in a Settlement house, among others.

3. **Civic Activities.** To gain an understanding of the values which accrue to an individual from services rendered to his community, activities are recommended which will take the student into the

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community in an adult sense. Such activities may be quite far removed from the educational scene in a strict sense. They may involve service in city government (or college government), in local committee work, in service organizations (Community or Campus Chest and others) . . .

4. Extra-curricular Participation. Experiences which provide the student with a more realistic picture of the duties and responsibilities of a teacher are recommended. In this category come the extra-curricular activities and out-of-school activities which are so much a part of the teacher's routine. Such experiences will provide the student with a broader view of the profession enabling him to make a more realistic choice of teaching as a career through a greater knowledge of what a teacher has to do.

5. Work experience. To appreciate more fully the viewpoints of labor and working men with whom he will be associating, it is recommended that he utilize his vacation (or other free time) periods by engaging in part or full-time work, the amount of which is to be determined by an analysis of his background. It is highly desirable that such work experience involve fixed responsibility of duties, such work discipline as keeping regular hours, and that it be as representative as possible of regular full-time work.

The director of student teaching as well as the individual instructors assist the student in planning a program.

University of Omaha, Omaha, Nebraska: A Continuous Program of Related Field Experiences.

The Department of Education of this institution provides a continuous program of related field experiences. Mr. F. H. Gorman, Head of the Department of Education, in his letter of April 10, 1950, stated that the program begins with the Introduction of Teaching course. Excerpts of the letter follow:

In connection with the course in Introduction to Teaching, which all students who enter the teacher-education program must take, we provide experiences in classroom participation and observation. In the
particular experiences, the students are assigned to the grade or subject of their preference for a period of five weeks in an elementary or secondary school, to assist the teacher to the extent they show themselves capable. It is borne in mind all the time that these students are beginning students, and are not equipped to perform as fully prepared student teachers. In most situations, the students participate to the extent of assisting individual pupils, participating in group programs with the students, collecting materials, and in some cases, taking charge of the class one or two times. The purpose of this experience in participation is to give the student a first hand contact with the activities, responsibilities . . . of classroom instruction. . . .

Another five weeks is devoted to assigned observations in various types of schools and classroom situations from kindergarten through high school, and regular and special classes.

In addition to the above initial experiences, students are encouraged to participate in various community activities which involve children. Examples of these are the Boy and Girl Scout Troops, Gra-Y and Hi-Y group recreation centers, Sunday school classes and others.

Directed observations are a part of the education psychology and methods courses. Another quotation from the previously mentioned letter follows:

In connection with the course in Educational Psychology, and the Methods courses, the students are assigned regular schedules of observations to situations which demonstrate the topics under consideration in the classroom, or vice versa. This means, in effect, that the students are in contact with classroom groups and/or pupil groups in the community every semester during their student program.

The reactions of students regarding their experiences are noteworthy.

. . . students are quite enthusiastic about it, and we are pleased to have an almost constant flow of such statements as: "I always thought I wanted
to teach—now I know I do." Or, "Every time I go out to the schools, it makes me more eager to teach."

University of Wisconsin, Madison, Wisconsin: The Child and the Community.

The résumé of this institution's program originated in correspondence with Professor Camilla M. Low and from the laboratory handbook. The philosophy underlying the experiences follows:

The understanding of children and the intelligence necessary to guide them in their development, cannot fully be acquired vicariously. It is only against a background of actual first hand experience that readings and classroom discussions take on genuine meaning. For this reason we believe that the most effective training for teachers is one which is so organized that theory and practice may go hand in hand, each enriching and vitalizing the other.

To know children one must work and play with them. The more diversified the experience with different age and interest groups the greater the confidence of the teacher in his ability to gain their cooperation and respect and to understand their characteristic modes of behavior.

... Actual first hand participation in community affairs is considered as important a source of information for the student in this course as reading and lectures on the character of American society.

Experiences are related to three education courses. An explanation of the experiences provided follows:

Laboratory Activities Related to Education 73. Laboratory activities . . . provide the student with opportunity for first hand study of child behavior. At the beginning of the course each student selects from a wide range of possibilities, an activity which provides for at least a semester of continuing re-

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relationship with a group of school-age children. While the student is thus engaged in teaching a Sunday school class, leading a scout troop or working with young people on a program for the stamp club, for example, rich opportunities are afforded to make keen observations of the behavior of boys and girls at various stages of chronological, social, emotional or intellectual maturity.

Laboratory Activities Related to Education 74.

... Students are encouraged to sample a variety of activities rather than limit themselves to community participation of one type. The major objective is the understanding of community organization and the public and private social agencies and pressure groups which affect school policy and teaching practice. Through excursions, community surveys, participation in civic organizations, etc. opportunity is afforded to understand the social forces outside the school which encourage or hamper child development, and to learn how to utilize community resources for the enrichment of the educational experiences offered to children.

Laboratory Activities Related to Education 75.

... This time the environment is the classroom and the emphasis is on the problem of learning. Program or lesson-planning and motivational techniques practiced in the hobby club or the Sunday school class may here be practiced in a regular school situation with more supervisory help and direction than was previously given. . . .

In addition to the three courses outlined above, experiences are also provided in the special methods courses.

Wheelock College, Boston, Massachusetts: Field Work.

Dr. Winifred E. Bain, President of the institution summarized the sequence of field work in her letter of April 5, 1950. Wheelock's field work is related to home, school and community. Excerpts from the letter follow:

... In Freshman year, students explore widely the agencies of politics, economics and sociology connected with a course in Community Backgrounds of

7Ibid., pp. 16-17.
Modern Life. They use Boston as a laboratory and also their own home town.

In the Sophomore year, the students observe children in connection with a course in Human Growth and Development. Some of this observation is done in schools, some in community agencies such as settlement houses, and some in homes. For instance, a student observing children in a home will be assigned to that home for two half days per week for a semester.

The field work of Junior year is Student Teaching. In Senior year, each student has a semester of intensive work in a school and another semester in a community. In each of these two experiences, she makes a special study involving records and a case report.

(Whitewater) State Teachers College, (Wisconsin): Field Trips.

Field trips for credit, directed by staff members of this college are conducted during the summer months. A description of the 20th Annual Field Trip scheduled for July 30 to August 25, 1950, follows and is excerpted from a duplicated sheet sent to the writer by President Robert C. Williams attached to letter dated April 4, 1950.

This tour has been planned to enable us to see the most variety of geographic and scenic features within the time limit of 30 days, in order to hold down the cost to an amount within a teachers budget for summer school and vacation. The Whitewater State Teachers College will offer from 2-5 credits in Geography.

In addition to the trip described above, this institution has planned its "Twentieth Annual Eastern Field Trip" for August 1 to August 25, 1950.

In the past, primary attention has been given items of geologic and physiographic interest and to rural land utilization. These matters will not be disregarded this year, but primary attention will be given to urban areas and their geographic significance. This is in keeping with the modern developments in geography by taking students into the field
to note the relationships between cultural and natural landscapes.

Education tours to Mexico-Guatemala-Caribbean Sea and Southwest United States are arranged jointly by this institution and Milwaukee State Teachers College.

Summary

The data in this chapter, obtained primarily through personal correspondence, supplement programs reviewed in Chapter V. In total, thirty-five institutions are reported in the two chapters. In addition to these, Chapter II "Review of the Literature," includes a number of institutions having field experience programs. Excluding unavoidable duplications, Chapter II makes mention of at least thirty additional institutions having field experience programs or courses designed to further community understanding. Consult Appendix C for complete listing of institutions contained in this study.

Included in this chapter are twenty institutions having some form of field experience. The experiences represented may be categorized as follows: (1) Work experience, (2) Experience to further community understanding, (3) Experience with children, and (4) Professional experience.

In the first area the A&M College of Texas, Berea College, Iowa State College, Louisiana State University, University of Minnesota, and Southern University either demand or desire prospective teachers to have work or industrial experience. In terms of comments contained in the letters, representatives from the respective institutions
consider work or industrial experience of considerable im-
portance. One institution (Southern University) requires
from 400 to 800 clock hours of industrial experience as a
prerequisite for Industrial Arts teachers. The Danbury State
Teacher College's "Interim" program could also qualify in the
work experience area.

The manner in which the second area, "Experiences to
further community understanding," is carried on varies with
different institutions. In some provision is made for field
study (Newark State Teachers College) by relating excursions
and trips to specific courses. In several institutions
(Whitewater State Teachers College, Paterson State Teachers
College, and others) field trips and excursions are planned
to advance community understanding. The Universities of
Kentucky, Michigan, Cincinnati, and Wisconsin are prime ex-
amples which provide student experiences by assignment to
community agencies. The Danbury "Interim" program is also
designed to advance community sensitivity, as are the indus-
trial trips required by Iowa State College and the Texas
A & M college. However, the latter emphasize the industrial
community.

In addition to gaining better understanding of the com-
munity, placement in social service agencies brings students
in direct contact with youngsters and thus serves a dual pur-
pose. Observation, as at Wheelock College and the University
of Omaha, further the understanding of children and the school.

Professional experiences are gained through such "Lead-
ership" programs as at the Universities of Denver, Michigan
and Omaha. However, experience programs are closely inter-related and generally fulfill several aims.
CHAPTER VII

RECOMMENDATIONS FOR FIELD EXPERIENCES TO

INDUSTRIAL ARTS TEACHER EDUCATION

This chapter brings together field experience opportunities and Industrial Arts teacher education. Data contained in preceding chapters which explain field experiences are utilized.

The writer is aware of the limitations associated with any proposed educational plan which may be applicable to a particular field of study. No broad "packaged" program can rightfully be prescribed to fill the needs of teacher education institutions in general. No two institutions are alike. The educational needs, desires, attempts and results should be studied in terms of individual institutions. It is only after these and other factors are duly considered that the following recommendations may serve some degree of usefulness.

Professional Needs of Teachers

The recommendations are offered in terms of a framework which should first be established. In an earlier chapter bases for field experiences have been postulated (consult Chapter II). The framework includes the concept that the function of teacher education institutions is to prepare students to assume the role of professional education. This involves, among other competencies, understandings regarding: (a) the place and purpose of public education in the United
States, (b) the structure and operation of the school and community, and (c) the dominant features of American Culture. It involves also, the development of skills and understandings necessary for teaching children and youth. Chapters II, V and VI review field experience programs which contribute to these aspects of teacher education.

In addition to the broad professional needs just enumerated, Industrial Arts teacher preparation should be focused upon the unique nature and purpose of Industrial Arts instruction. A broad social purpose for Industrial Arts education - as contrasted with an almost complete concern for manipulative skill development - has been evolving since the turn of the twentieth century. John Dewey,1 Charles R. Richards 2 and Frederick G. Bonser3 were in the vanguard of this movement. A crystallization of their interpretations was formulated in a statement prepared, in 1937, by eleven authorities who met in conference at the invitation of the United States Office of Education. The conference outlined four aspects of pupil development which should result through Industrial Arts instruction. They are:

Gains knowledge of the changes made in materials to meet the needs of society, of tools and industrial processes used to effect these changes, of the constant adaptation of materials, tools, and processes to meet changing needs and conditions, and of industrial workers and working conditions.

Grows in appreciation of the value of information regarding occupations as a background for a wise choice of a career, of the importance in modern life of tools and industrial processes, of the artistry of the designer and the skill of the artisan, and of the dignity of productive labor.

Increases in ability to plan constructive projects, to select and use sources of industrial and related information, to handle tools and materials, to express with material things his individual interests, to use effectively his recreational time, to work and share as a member of a group, and to evaluate work and its products.

Develop attitudes of concern for safety practices, of consideration for workers in all fields, of regard for cooperation among the members of a group, and of respect for property.

The four areas of competence just presented are simply supplemental to the broad professional needs enumerated earlier. Industry, it may be noted, is a dominant element of the American cultural pattern and is brought into sharp focus in the local community. Field experiences in Industrial Arts teacher education should be projected in terms of these or similar purposes.

In presenting "The Areas of Field Experiences" the following pattern has been adopted: (a) Type of experience, (b) Descriptive account of experience, (c) Anticipated contributions (understandings, knowledge, skills, attitudes and the manner in which the above "objectives" are advanced) and (d) Administration of the program.

Areas for Field Experiences

Field experiences should serve as a supplement to the established program of teacher education, and in view of this, careful selection of the types of experiences should be made. On the basis of the needs of teachers described above the writer

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has selected four broad areas of possible field experiences
for prospective teachers of Industrial Arts: (1) Industry,
(2) Community, (3) School, and (4) Child. The following
pages contain the writer's recommendations with special em-
phasis on Industrial Arts teaching. By way of illus-
tration, references will be made to specific programs presented
in the study.

**Industrial Area**

In order to understand many of the phenomena of modern
industry and to present it effectively to pupils of Industrial
Arts, the prospective teacher should have direct industrial
contacts with industry over an extended period of time. Three
categories of experiences will be presented in reference to
this area, (1) industrial visits and excursion, (2) work
experience, and (3) industrial internships.

**Industrial Visits and Excursions.** This type of experience
involves a trip or visit to an industry, and is arranged by
the school for educational purposes. It may involve small
groups of students or large classes. It provides for a super-
ficial contact with men, materials, equipment and organization.

**Anticipated Contributions.** A brief list of anticipated
contributions that may result from industrial visits and excursions is presented:

- Some understanding of how a good is produced or a service
  is provided

- An appreciation of the physical working conditions

- A knowledge of the production sequence from design to
  finished product
A knowledge of the structural organization of an industry

Some understanding of the capital required to provide a job

Some understanding of the nature of a variety of jobs: skill required, rate of work, safety, tools and facilities involved

Information about employment opportunities, trends, outlets for the product

Information about the interdependency of an industrial organization

Information about complementary industries

Information about the research organization within an industry

Information about the marketing of a product

*Industrial visits or excursions* should, in a well-balanced program of teacher education, add greater meaning to the experiences gained in school. Industrial visits and excursions should advance the first objective which emphasizes changes made in materials, and the tools and industrial processes employed to effect these changes. To a lesser degree, industrial visits will contribute to the understanding of the other objectives.

**Administration.** No attempt will be made to present a precise schedule for industrial visits. In view of the success of established programs, it would be well to plan industrial visits in conjunction with specific required courses. It would seem desirable to have at least one industrial visit related to each shop, drawing, and science course. The following illustrations may be helpful: a class studying printing could plan a visit to the local newspaper plant; an electricity class could plan a visit to the nearby power plant, sub-station, or a large
appliance repair store; a chemistry class could plan a visit to the dyeing department of a woolen mill or plastic factory.

By having these visits related to a specific course, greater benefits should accrue. Pre-trip planning and preparation would be possible; important phases of work may be emphasized prior to and during the visit, and a review and evaluation should follow. At the same time a direct relationship between school work and industry should be established.

Local community surveys will help in planning industrial visits. Nearby communities may be also considered for their potential values in industrial visits. Transportation may be by local public carrier, private automobiles or chartered bus.

Cortland State Teachers College (p.109), Iowa State College (p.243), New York State College of Home Economics (p.51) and Oneonta State Teachers College (p.168) are institutions utilizing industrial visits in teacher education.

The Agricultural and Mechanical College of Texas arranges a three day industrial excursion each spring (consult pp.237-238).

Other institutions, namely, Cortland State Teachers College (p.109), Danbury State Teachers College (pp.239-241), Oneonta State Teachers College (pp.169-172) and Whitewater State Teachers College (p.259) organize summer excursions which serve to meet specific objectives related to a better understanding of American industrial life.

A pattern of sequence of industries can be covered in a well planned series of trips or excursions. Coal mining, coke making, steel making, metal parts fabrication are an example of possible concentrated study.
**Industrial Work Experience.** This area may be defined as actual experience in an occupation for a wage and may operate in an arrangement whereby the student spends a portion of his time in school and the remainder of his time at a job. It may be a part-time job or summer employment.

The need for industrial work experience is desirable in respect to the second objective of Industrial Arts which emphasizes the need for appreciation of the dynamic nature of modern technology. Great stress is placed upon occupations and the dignity of productive labor.

In discussing the complexity of modern industry and its impact on the worker, Roethlisberger recognizes factors which should be considered in the study of modern industry. He states:

.. Most of us want the satisfaction that comes from being accepted and recognized as people of worth by our friends and associates. Money is a small part of this social recognition. .. We all want tangible evidence of our social importance. .. We want the feelings of security that come not so much from the amount of money we have in the bank as from being an accepted member of a group ..

In Industrial Arts, little consideration has been given to the area of human attitudes and values. The worker is generally viewed as an isolated individual apart from a group. Roethlisberger states: "... workers are not isolated, unrelated individuals; they are social animals and should be

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treated as such. However, occupations are too frequently conceived as separate isolated tasks.

The broad area of human relationship frequently receives mention in Industrial Arts circles but is usually limited in application to those aspects related to the school shop program and more specifically to the shop cleanup procedures. By and large little opportunity has been provided for considering the impact of industrialism on the personal and social status of the worker. Actual experience as a worker should help the prospective teacher of Industrial Arts to gain broader understanding of modern industry and the role of the worker.

Anticipated Contributions. Included below are some of the contributions that may result from industrial work experience:

An understanding of the workers' viewpoints relative to wages, security, status, management, unions and towards fellow employees

An appreciation of the informal social structure in an industry

An appreciation of the physical working conditions

An understanding regarding the prevailing labor policies

An understanding regarding a specific job, operation or trade

An appreciation for the interdependency of modern industry

The primary purpose of the above described work-experiences is to develop an understanding of worker's viewpoints.

Although the student may become aware, at least incident-

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ally, of the formal organizational arrangement, he should become more familiar with the informal organization. He should have a better understanding as to why workers act as they act, feel as they feel and express themselves as they do. The desired arrangement would be employment with a group of workers in a representative industry. It would be to the student's advantage to live in his fellow workers' community and spend some of his off-hours with members of his work-group participating in recreational, religious and social functions. He should be encouraged to become a part of his working group to the extent that acceptance is natural.

Administration. The following are some of the criteria that should be considered in planning and arranging industrial work experience programs.

He should be employed as a wage earner

He should be susceptible to all the risks of employment including that of being "fired"

He should be a member of a working group

He should be responsible for work accomplished in the nature of a good or service

He should work under the supervision of a management person

Minimum length of employment should be ten or twelve weeks or one summer

He should receive an orientation intended to prepare him for the industrial experience

He should be processed through the formal inductive procedures

He should have the same relationships with the union as any other worker

He should be given opportunity to obtain an overview of
the industry

He should, in the event that the industry is operating on more than one shift, receive brief experiences on the other shifts.

He should develop status with his work group to the extent that the group will accept him.

Individual students may arrange for work-experience at Ohio State University (p.151) or George Washington University (p.131), or it may be possible for an institution to develop a broad program similar to the one in operation at Wayne University (pp.222-231). In the latter instance, the institution arranges for industrial work experience.

Other institutions which provide for or encourage some work experience are reported within this study:

Agricultural and Mechanical College of Texas (pp.237-238), Berea College (p.238), Danbury Teachers College (p.239), Iowa State College (p.243), Kent State University (pp.134-139), Keuka College (p.32), Louisiana State College (p.243), New College (p.32), and Southern University (p.249).

Industrial Internship. The student assigned to an industrial internship generally devotes full-time participation in an industrial situation with a definite purpose or goal in mind. Direction and supervision should be the joint responsibility of a faculty sponsor or coordinator and a representative of management. The intern may or may not receive financial remuneration for the services rendered.

Two separate programs of industrial internship are recommended. Each is intended to supplement the industrial work experience described earlier and to round out the overall pic-
ture of modern industry. Two internship programs, **Assisting the First Line Supervisor** and **Experience with Management**, are described briefly. These are offered in lieu of a person's having had opportunity to be a foreman or some comparable position.

**Assisting a first-line supervisor** may be a brief internship period, of two to four weeks duration. The student, in this arrangement, would assist the person who is in immediate charge of a group of workers and is the person who bridges the gap between the executive group and workers. He is the person who rubs shoulders with workers. His is an unique responsibility, an important link in the operational chain.

**Anticipated Contributions.** The following are some of the contributions that may result from serving as an assistant to a first-line supervisor.

To understand the day-by-day problems faced by the foreman, his unique problems and responsibilities

To understand the viewpoints of labor as well as those of management

To understand the lines of communications

To understand the manner in which workers' grievances are handled by the foreman

To understand the manner in which superordinate persons are handled by the foreman

To appreciate the overall picture of industrial hierarchy

**Administration.** Assisting the first-line supervisor may be a brief internship period, of two to four weeks duration. Nearby industries should be surveyed and contacted for possible internship arrangements. Judicious placement of responsible
students may serve as an important factor in obtaining continued industrial cooperation.

Students assigned as interns should receive an orientation prior to their experience; contact with school officials should be maintained during the internship period and an evaluation should follow the experience.

**Experiences with management** may be an industrial internship of six to eight weeks duration and could precede or follow the internship with the first-line supervisor. The two industrial internships may be consummated within one industry and in one summer vacation.

**Anticipated Contributions.** The purposes served by the internship with management may be paralleled to the work experience program described earlier. However, rather than obtaining the workers' viewpoints as in work experience, the prospective teacher will gain an insight into management's role and will learn the formal organizational pattern.

The following are some of the benefits that may result from direct experience with management:

- An understanding of industrial and labor relations including personnel management and public relations policies
- An understanding of the industrial hierarchy - the formal organization
- An understanding of the capital required to provide a job
- A knowledge of the physical organization of an industry
- An appreciation of laws, rules and moral obligations binding an industry
- Information about complementary industries
Information about the research organization within an industry

Information about the marketing of a product

An understanding of and an appreciation for incentive plans

An understanding of communications in an industry

Administration. In order to gain many of the above benefits experiences should be provided which bring the intern with persons who are concerned with: (1) Industrial and labor relations (including personnel management and public relations), (2) Quality control, (3) Production, (4) Production control, (5) Marketing, sales and service, (6) Accounting, and (7) Engineering and research.

Each of the above areas should be considered in terms of their individual contributions. Industrial human relations, a very important area, may be outlined as follows: (1) selection of personnel, (2) induction procedures, (3) salary policy (upgrading, merit rating, promotions), (4) pension plans and other benefits, (5) safety and health, and (6) labor-management relations.

The actual administration of industrial internships may be difficult because it does not involve productive work. An intern may, therefore, take up somebody's time without material benefit. In cases where an internship is not possible, employment in a position which cuts across departments may serve as a substitute medium.

University of Maryland's internship program (pp.207-212) and Wayne University's graduate program (p.229) are two examples whereby an understanding of management's role may be
The prospective teacher of Industrial Arts who has had the above industrial experiences should have a better appreciation of modern industry. He should, as Bode states, become an educated man.

The teaching of industrial arts should be as much a process of shaping social outlook as it is anything else... It may fairly be claimed that a student has not studied industrial arts as he should if he has not acquired some convictions with respect to the social reconstruction which is necessary if the possibilities in this field of activity are to be realized. Without new insights of this kind he may, indeed, be a skilled craftsman and perhaps a fairly well-informed person, but he cannot claim to be an educated man.

Community Field Experiences

The student aspiring to teach Industrial Arts education should receive community experiences required for other subject area teachers. These could be in the form of tours or field studies or a well balanced program which provides an overview for community understanding. Another approach to community study is through participation in its social agencies.

Anticipated Contributions: A brief list of anticipated contributions that may result from community study is presented:

An understanding of community organization, its institutions and their functions

An appreciation regarding the complex inter-relationships within a community

An understanding of service agencies and their relationship to the school

*7Boyd H. Bode, Industrial Arts and the American Tradition. Columbus, Ohio: Epsilon Pi Tau.*
A realization regarding community attitudes toward class, caste, racial, religious and political minorities

An understanding of the community needs in terms of the curriculum

An understanding regarding the varied community resources available to educators

An appreciation regarding the social setting of pupils

An understanding regarding bases of pupils' attitudes

Administration. Many experiences which may increase community sensitivity and understanding may be related to specific required courses. Educational sociology courses may be arranged to include direct experiences in respect to community study. Educational psychology or human development courses may include student participation in community agencies and will bring the prospective teacher in class contact with youngsters. A survey of local industries may be related to an occupation or an industrial course.

Baltimore's Department of Education Community Study Program (pp.114-123) may serve as a pattern for arranging a program of community study. Oneonta's procedure (pp.172-179) should be studied for an intensive approach to community study.

George Washington University (pp.125-127), Miner Teachers College (pp.141-149), Ohio State University (pp.160-165), Paterson State Teachers College (pp.245-248), Syracuse University (pp.184-190), University of Cincinnati (p.249), and Minnesota (p.254), are some of the institutions which provide for experience with social agencies.

The prospective teacher of Industrial Arts may serve a unique function in social agencies by assisting scout masters,
teaching craftwork or performing other duties in which he excels. An earlier experience, perhaps in the freshman year—certainly before student teaching—would be desirable.

Institutions planning to initiate a program of experiences in community agencies should utilize the central social agency as did Miner (p.143), Paterson State Teachers College (p.246), and the University of Cincinnati (p.249).

School Experiences

The prospective teacher should have an early opportunity to orient himself with the teaching profession. Most institutions have a program which requires observation of teaching prior to student teaching. These are two worthy requirements but they should be preceded by earlier school contacts and, if possible, by post-student-teaching school experiences.

Anticipated Contributions. The following is a brief list of anticipated contributions that may result from field experiences in educational institutions:

An understanding of the functions of public education, its organizational pattern and administrative arrangement

An understanding regarding the skills and knowledges essential for teaching

An understanding which will aid in making a personal decision regarding teaching

An appreciation of the school and its teachers as a social organization

An understanding regarding youngsters

Administration. This study reveals that no two institutions approach school field experiences in an identical
pattern. The following arrangements are summarized:

Ohio State University (pp.152-160), through its September Field Experience Programs, utilizes a two to three week period in September for concentrated student contacts with public schools. These students, in their sophomore year, receive experiences which help to make subsequent study more meaningful. Radford College (p.46), has a similar arrangement for the junior year.

The University of Denver, through its student assistant program (pp.250-251), provides for early contact with the teaching profession. This arrangement combines for a correlated school-study program.

The George Washington University "internship program" (pp.132-133), may establish a pattern of school experience for which some remuneration is received.

The importance of early professional contacts necessitates some arrangement whereby school experiences may be gained early in the prospective teacher's educational program. The above programs indicate several possibilities. In addition, the University of Michigan (pp.252-254), Syracuse University (pp.180-198), San Francisco State College (pp.248-249), Danbury State Teachers College (pp.239-241), Paterson State Teachers College (pp.245-248), provide for other types of school experience.

Child Study

The need on the part of an Industrial Arts Teacher for understanding children is as great as for any other teachers.
Early contact with schools and social agencies has been stated as being desirable. Contacts with schools and social agencies will bring prospective teachers in close association with youngsters also. Such early contacts are extremely desirable.

Anticipated Contributions. A brief list of anticipated contributions that may result from a well balanced program of child study is presented.

An understanding regarding the totality of the child's experience, what it means to the child and how the teacher may deal with the child's adjustment mechanisms

An appreciation that all youngsters and all human beings are unique and all have a definite contribution to make

An appreciation of the role of energy output in the dynamics of behavior

An understanding of the importance of the child's place in a peer group

An understanding of the differences of behavior of children from different social classes, castes and ethnic groups

A knowledge and appreciation through application of scientific methods to the analysis of child behavior

An appreciation of consistencies and/or inconsistencies of youngsters in various situations and with different people

An appreciation of the limitations of aptitude, achievement and other standardized tests resulting from analysis of anecdotal records and through the sharing of findings with others

Administration. Some students, upon entering student teaching, have discovered for the first time and in their senior year, that they do not enjoy working with children. A well organized program which brings the prospective teacher
in contact with youngsters early in the professional program may aid in making such discoveries earlier. The teacher education institution should provide many student-child contacts, prior to student teaching.

In addition to experience with schools and social agencies, prospective teachers should receive an organized program of child observation and study. Many institutions arrange for such study in conjunction with educational psychology courses. Prescott's "Human Development Program" (pp. 213-217), is a program which may be studied for its contributions.

Summary

The above recommendations are intended to meet the professional and more specific needs of prospective Industrial Arts teachers. Four areas of understandings have been identified: (1) industrial, (2) community, (3) school or professional, and (4) the child. The preceding recommendations were made with reference to types of experiences, the administration of each type and the anticipated outcomes.

Certain criteria for the development and administration of field experience programs are desirable and important since the scope and possibilities of out-of-school experiences are numerous and complex. The main criteria which merit attention are summarized as follow:

An extensive program of field experiences may succeed only through the combined cooperation of the administration, staff, student body and community leaders.

The exact sequence of field experiences as well as the
scope offered will, through necessity, vary with institutions and with individuals within them.

Field experiences should be related to or be a part of organized courses to the extent that such organization is possible.

Field experiences which are not related to an organized course should be supervised by an official of the teacher-education institution.

All field experiences should occur with regularity.

The program of field experiences should not be limited to undergraduate study, but may be also utilized in graduate work.

An extensive program may require the services of a coordinator and a central office for field experiences.

Considerable attention should be given to the systematic evaluation of the outcomes of field experiences.
CHAPTER VIII

SUMMARY

The purpose of this chapter is to present a brief résumé of the overall study. The main highlights of the earlier chapters will be reviewed.

The problem of the study was to set forth the learning experiences provided by and the values accruing from directed field experience programs with recommendations for adapting field experiences to Industrial Arts teacher preparation.

The Approach

The approach to the problem may be summarized in the following four steps: (1) review of the literature by means of an extensive library survey, (2) a preliminary questionnaire, (3) correspondence with officials of various institutions, (4) visits to selected institutions, observation of the programs in action, conferences and discussions with staff members and students.

Review of Literature. An extensive survey of available literature was made to orient the writer with the subject of field experiences. Chapter II, "A Background for Field Experiences Including a Review of the Literature," presents evidence in support of present-day needs for out-of-school experiences. Field experiences as utilized in foreign countries, in various professions, in the elementary and secondary schools, and in teacher education programs constitute
The bulwark of the second chapter. The chapter is concluded with a poignant need established for field experiences related specifically to Industrial Arts teacher education.

The review of literature is extended into Chapter III, "Important Related Studies." Six studies, which have direct relationship with this research, are reviewed. The first four deal with the scope and explanation of prevailing practices regarding field experiences. The last two presented have considerable relevance since they are organized evaluations of field courses. Both of the studies undertook to determine the behavior changes resulting from field experiences and the findings serve to justify the need for the present study.

Preliminary Questionnaire. A card questionnaire was designed to determine the scope of existing field experience programs. The questionnaire was mailed to all institutions included in the 1949-1950 listing of the American Association of Colleges for Teacher Education. Of the two hundred and forty-eight institutions to which the questionnaire was mailed, one hundred and sixty-five (66.5%) responded. Of those institutions responding, seventy-three (44.2%) indicated having field experience programs. Responses were received from institutions located in the District of Columbia and in all states except Arkansas, Iowa, Utah and Vermont. The questionnaire data are contained in Chapter IV, "Survey of Existing Field Programs in Teacher Education Institutions."

Correspondence. The data obtained from the card questionnaire served as the basis for follow-up letters. Correspondence with specific institutions served four purposes:
(1) to gain additional information, (2) to make arrangements for visitation and conferences, (3) to request each institution's review of the writer's report, and (4) to acknowledge the writer's appreciation.

Chapter VI, "Program Reports: Data from Correspondence," contains a summary of twenty-three separate institutions, each of which has at least one type of field experience program. Data received from correspondence, i.e., letters explaining programs and/or bulletins, pamphlets, etc., constitute the basis of this chapter.

Visitation. In terms of the data received from the questionnaire and subsequent correspondence, and in terms of distance of travel involved the following twelve institutions were selected for visitation: Cortland State Teachers College, Department of Education of Baltimore City, The George Washington University, Kent State University, Miner Teachers College, Ohio State University, Oneonta State Teachers College, Syracuse University, Towson State Teachers College, University of Maryland, Wayne University, and Wilson Teachers College.

Chapter V, "Program Reports: Data from Conferences, Observations and Written Descriptions," contains a review of sixteen separate programs in operation at the twelve selected institutions.

Summary of Current Programs

Current practices regarding field experiences in teacher education institutions vary widely. A few institutions provide for a continuous program of related out-of-school experi-
ences and these are carefully organized, well planned and closely supervised to achieve optimum benefits. Field experiences at other institutions are of a sporadic or opportunistic nature. The former patterns prevail in institutions where the administration, faculty and student body have come to believe in the values associated with field experiences.

One of the most common types of experience is provided through organized visits, field trips or excursions and these are generally allied to a specific course or area of study. Typical examples are: visits to social and recreational agencies, visits to educational institutions and industries, excursions to historical places. Cortland, Oneonta, and Danbury State Teachers Colleges as well as Wilson Teachers College, utilize this form of field experience. Iowa State College and the Agricultural and Mechanical College of Texas relate industrial visits and excursions to the Industrial Arts program.

The observation of schools and/or youngsters is another type of field experience that has broad application. Most institutions require prospective teachers to visit schools and to observe youngsters and relate these to specific education or psychology courses. Institutions that do not have laboratory or campus schools rely heavily upon the neighboring public schools. Miner, Towson, Wilson Teachers Colleges, George Washington and Syracuse Universities and the University of Maryland are typical examples.

Required periods of observation are desirable but have definite limitations in terms of understanding the organization
of the public school. The Ohio State University and Radford Teachers College provide for direct school contacts, of two or three-week duration, through their September Field Experience Programs. The University of Denver alternates formal study with public school assignments in its student assistant arrangement. The George Washington University has organized an "internship program" and this permits the prospective teacher to serve as a classroom assistant and a small honorarium is granted for his services. Paterson State Teachers College provides for additional experiences through its "practicum" arrangement. All of the above experiences precede the formal period of student teaching.

To provide broader experiential opportunities with children a number of institutions utilize community agencies. The prospective teacher serves as a volunteer worker and performs various duties which bring him in direct contact with youngsters. Miner and Paterson Teachers College, George Washington, Ohio State, Syracuse, Wayne, University of Cincinnati, and Wisconsin have arrangements whereby students gain direct contacts with children. In addition to providing experiences with youngsters, placement in social agencies serves another function in orienting the prospective teacher with various community organizations and their functions.

In order to develop a greater sensitivity to community problems and understandings of the basic organization, Oneonta State Teachers College makes an intensive one-week study of a selected community. The City of Baltimore Department of Education provides an in-service program which is aimed to broaden
community understanding.

A number of institutions emphasize the desirability of work experience. The George Washington and Ohio State Universities and the University of Minnesota desire their students to work for a wage. Kent State University and Wayne University have cooperative work experience programs with industries. The University of Maryland has experimented with an industrial internship which should provide a broad overview of modern industry.

**Recommendations for Industrial Arts Teacher Preparation**

The recommendations found substance in (1) existing field experience programs, (2) professional needs of teachers, and (3) the specific needs of Industrial Arts teachers based on the commonly accepted objectives of Industrial Arts.

Recommendations for Field Experiences in Industrial Arts Teacher Education, presented in Chapter VII, were categorized into four broad areas with the following possibilities: (1) industrial experiences - visits and excursions to industry, work experience and internship in industry, (2) community field experiences - field trips, community study, volunteer work in social agencies, (3) school experiences - September field program, student assistantship, or internship, (4) experiences with youngsters - directed observations, directed experiences in social agencies.

The program recommended would be a continual one, extending over the student's total years of preparation, and should incur increasing student responsibility. Individual needs
and interests should be regarded in developing the programs; student participation should be encouraged in arranging field experience programs.
APPENDIX A

FIELD EXPERIENCE DATA FORMS

PART I - COMMUNITY STUDY AREA

Institution

Date

1. Name of Program?

2. When does it start?

3. Basis for participation? Voluntary Mandatory
   A. Student (Intending Teacher)
      Sex
      Scholastic
      Maturity level
      Curricula
      Grade level
      Other

4. Purpose of program?

5. How clearly is purpose defined?

6. Origin of program?

7. Who determines the scope and type of community study experience?
   school      student      jointly
   rural       urban
   local       home
9. How is the community study approached?

   a. Visits?

   b. Observation?

   c. Case study?

   d. Lectures?

   e. Others?

   f. 

   g. 

10. What institutions are studied?

   a. Domestic

      (1) Family
b. Economic

(1) Commerce

(2) Localization or arrangement

(3) Manufactures

(4) Planning for betterment and expansion

(5) Labor organizations

(6) Levels of living

c. Education

(1) Availability

(2) Comparison with other communities
(3) Different schools for different classes

(4) Planning for betterment and expansion

(5) Pupil status, social structure within schools

d. Health

(1) Medical facilities

(2) Number of doctors per population unit

(3) Medical social agencies

(4) Public health

e. Political

(1) History

(2) Functions
(3) Costs of government

(4) Participation

(5) Planning

f. Recreation
   (1) History

   (2) Active forms

   (3) Passive

   (4) Organized

   (5) Unorganized

(6) Costs
(7) Extent of participation

(8) How does recreation vary for different classes

(9) Others

g. Religious

(1) History of religion in community

(2) Types of churches

(3) Location

(4) What social classes does each serve in greatest degree?

(5) Plans for future?

(6) Other
h. Social agencies
   (1) History

   (2) Scope

   (3) Source of support

   (4) Other

i. Social classes
   (1) History

   (2) Pattern of social class - arrangement, i.e., u.u.; u.l.; etc.

   (3) Pattern of spatial arrangement

   (4) Ethnic divisions

   (5) Religious arrangement
(6) Study of factors affecting mobility, upward and downward

(a) Name

(b) Position

(c) Education

(d) Wealth

(e) Home

(f) Religion

(g) Marriage

(h) Others

(7) Opportunities for social movement are reviewed by:

(a) Upper classes
(b) Middle classes

(c) Lower classes

(d) Student conducting study

(e) Other factors

11. Type of supervision?
   A. College?

   B. Social agency?

   C. Other?

12. What faculty members participate?

13. Basis for selection of faculty members?
14. How are contacts made with the various agencies and social institutions?

15. How does the program seem to work in respect to various types and sizes of communities?

16. At what university level is the program operating?
   A. Freshman
   B. Sophomore
   C. Junior
   D. Senior
   E. Other

17. At what level does it seem to operate best?

18. What data are gathered about participating students?

19. What precedes the community study experience?

20. What follows the community study experience?
21. Obstacles encountered in the administration of the program?
   A. Resistance of community?
   B. Resistance of university staff?
   C. Supervision of program?
   D. Social agencies?
   E. Others?

22. Objections to the community-study program
   A. Student?
   B. Parent?
   C. School?
   D. Churches
23. What evidence is there of benefit to student?
   A. Effect on student teaching?

   B. Effect on placement?

   C. Apparent job satisfaction as teacher?

   D. Reaction of others?
      1. Student?

      2. College teachers?

      3. Pupils?

      4. Others?

24. Has any attempt been made to scientifically evaluate the program?
25. What reading requirements are made prior to, during, and following the field experience?

26. What are the plans for the future?
PART II - INDUSTRIAL AREA

Institution

Date

1. Name of program?

2. When does it start?

3. Basis for participation? Voluntary Mandatory
   A. Student:
      Sex Curricula
      Scholastic Grade level
      Maturity level Other
   B. Names of organizations participating:

4. Purpose of program?

5. How clearly is purpose defined?
   a. Written, practiced?

   b. Who defines purpose?
6. Origin of program?

7. Who prescribes the type of experience?

   industry  University  jointly  student

8. What experiences are provided?
   a. Occupational (manipulative)?

   b. Problems in supervision?

   c. Study of industry's organization
      1. Formal - Organization chart

      2. Informal - Cliques, etc.

   3. Unions

   d. Study of industry's incentive plans
      1. Financial

      2. Non-financial
e. Study of industry's personnel policies
   1. Selection - various levels of skill or profession

   2. Induction - orientation

   3. Training within industry

   4. Upgrading (promotion)

   5. Handling of Moral problems, complaints

f. Study of communications in the industry
   1. Mechanisms:
      (a) Meetings of employer and employee

      (b) Line communications

      (c) Plant papers

      (d) Bulletin boards
(e) Open Door personnel policy

(f) Other areas

(g) Personnel representatives

9. Are students paid for their services?

10. If paid at what rate?

11. Does student have opportunity to live in the community?

12. Type of supervision?
   a. College

   b. Industry

13. What faculty members participate?
14. **Basis for selection of faculty members?**

15. **How are contacts made with industry?**
   
   a. Is there a written contract between employer-student-university?
   
   b. Should there be?

16. **Steps involved in placement?**

17. **How does the program seem to work in respect to various types of industries?**
   
   a. Aeronautics
   
   b. Automotive
   
   c. Electrical
   
   d. Graphic arts
   
   e. Metals industry
   
   f. Textile
   
   g. Wood
   
   h. Others
18. How does the program appear to work in respect to size of industry? (Determine with person interviewed what is meant by a large, medium, and small industry)
   a. Large
   b. Medium
   c. Small

19. At what university level is the program operating?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior

20. At what year does it seem to operate best?

21. What data is gathered about participating students?

22. Who gathers the data? Student Industry University

23. What precedes the industrial experience?

24. What takes place during experience, i.e., discussion, meetings, etc.?

25. What follows the industrial experience?
26. Obstacles encountered in the administration of the program?
   a. Reluctance of management to participate?

   b. Exploiting of student-worker?

   c. Reimbursement for student's work?

   d. Seasonal difficulties?

   e. During periods of depression?

   f. Supervision of students?

   g. Unions' attitudes

   h. Other

27. Objections to the program?
   a. Student?
b. Parent?

c. Management?

d. Union?

e. School?

f. Other?

28. What evidence of student benefit is there?
   a. Effect on student teaching?

   b. Effect on placement of teacher?

   c. Apparent job satisfaction as teacher?

29. Reaction of others?
   a. Students?
b. College teachers?

c. Other teachers?

d. Pupils?

e. Others?

30. Has any attempt been made to systematically evaluate the program?

31. What reading requirements are made prior to, during, and following the field experience?

32. In summary would the field experience have its contribu-
in the:
   a. Understanding of the industry's technological processes, operations, and problems?

   b. Understanding of the human problems involved within the industry?

33. What are the plans for the future?
PART III - EDUCATIONAL INSTITUTIONS

Institution

Date

1. Name of program?

2. When does it start?

3. Basis for participation? Voluntary Mandatory
   A. Student: (Intending Teacher)
      Sex
      Curricula
      Scholastic
      Grade level
      Maturity level
      Other
   B. Institution or organization:
      Schools
      Social agencies
      Others

4. Length of program?

5. Purpose of program?

6. How clearly is purpose defined?

7. Origin of program?
8. What do participants do?

9. Type of supervision?

10. What faculty members participate?

11. If in schools, how are schools contacted?

12. Manner of placement in schools?

13. How does it seem to work in respect to size of school?
   a. 100 or less?
   
   b. 100-300?
   
   c. 300+

14. At what grade levels does the program operate?
   Grades 1-6
   Grades 7-10
   Grades 11-14
   Others
15. What data is gathered about participating students?

16. What precedes the field experience?

17. What follows the field experience?

18. Obstacles in administration of program?
   a. Cost?
   b. How financed?
   c. Other factors?

19. Objections to the field experiences?
   a. Student?
   b. Parent?
   c. Teacher?
   d. Principal?
   e. Other?

20. Effect on student teaching?
   a. Precedes?
   b. Parallels?
   c. Supplanted?
21. What evidence of student benefit is there?
   a. Placement?
   b. Apparent job satisfaction?
   c. Success in student teaching?

22. Reaction of others?
   a. College teachers?
   b. High school teachers?
   c. Pupils?
   d. Others?

23. Has any attempt been made to systematically evaluate the program?

24. What reading requirements are made prior to, during, and following the field experience?

25. What are the plans for the future?
APPENDIX B-1

Request for Laboratory School Assignment
Education Sequence Seminar

Cortland State Teachers College

Name ____________________________ Date ____________________
(last) ____________________________ (first) ____________________________
Address __________________________ Phone ____________________________

1. Type of activity requested _________________________________________

2. Grade or age level preferred _________________________________________

3. Reason for above request (Explain fully) _______________________________

To be filled in by Director of Seminar

4. Assignment made ____________________________ (check)
   Type ________________ ________________ Location ____________________________
   Period covered (date) ________________ ____________________________

5. Assignment not made ____________________________ (check)
   Reason ________________ ____________________________

Signed:

Director of Education
Sequence Seminar
APPENDIX B-2

RECORD OF STUDENT ACTIVITY

Education Sequence Seminar
CORTLAND STATE TEACHERS COLLEGE

(Last) (First) 197 Phone

21 West Court Street Cortland, N. Y. Address
(Street)

Activity Remedial Reading

Place Cortland Free Library

Period of Assignment (Dates) October 4 to January 30

Hours Assigned Tues., 4:00 to 4:30

Evaluation by Supervisor Marjorie has worked with a child who is a bit difficult in that she lacks in sincere attitude toward reading. Marjorie's own sincerity has enabled her to guide this girl to progressive improvement

Date 1/18/50 Signed Linda C. Smith

***

Activity

Place

Period of Assignment (Dates)

Hours Assigned

Evaluation by Supervisor

Date Signed
APPENDIX B-3

REQUEST FOR STUDENT ASSISTANCE

Education Sequence Seminar

Cortland State Teachers College

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<tr>
<th>School or Community Agency</th>
<th>Principal or Leader</th>
<th>Location</th>
<th>Date</th>
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<tr>
<th>Type of Activity</th>
<th>Number</th>
<th>Time</th>
<th>Supervisor</th>
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**Classroom Teaching**

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**Extra-class Teaching**

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**Community Activities**

Note: Mail or send to Office of Director of Education Sequence Seminar
APPENDIX B-4

KENT STATE UNIVERSITY
INDUSTRIAL ARTS DEPARTMENT

INDUSTRIAL ARTS 445
INDUSTRIAL PRACTICE

Date ______________________

This is to certify that E. F. Tischendorf, coordinator and instructor of Kent State University students enrolled in the "Industrial Practice" course, Industrial Arts #445, is granted permission to visit

__________________________ on the job at the

student's name

located at

name of industry employing student

Type

do work _______________________________.

Work schedule ____________________________ hours and days of the week

Quarter enrolled: Autumn ______________ Winter __________

Spring _______________ Summer __________

Person to whom student is responsible on the job

__________________________

Signed Manager or Superintendent
KENT STATE UNIVERSITY
Kent, Ohio

INDUSTRIAL ARTS 445 "INDUSTRIAL PRACTICE"

Students in this course are to report their work experience at quarter-period intervals during the term. For instance, for a period of twelve weeks in an industry, the students should report at the end of the third, sixth, ninth, and twelfth weeks. The last report should be in my office on the third day before the term closes.

It is suggested that the report be made as follows:

Over to the left would be the date; the next column would have the machine operated. The next column the processes or operation; the next the part on which the operation was performed; and the next the general remarks.

The general remarks pertain to such matters as tours through the plant, individual instruction from the superintendent and so forth, related classwork, observation of setup work, and similar activities. It is also appropriate that impressions, favorable or unfavorable, be noted on this column.

The report should be made on a large sheet of paper, probably 11 x 17. The report should be printed or carefully written.
To the Supervisor of the Agency:

WHO:

I am a freshman of Miner Teachers College who wishes to be of service to the community as one of the group of volunteers sent out by the Volunteer Office. I would like to assist you in any way that a citizen of the community can assist you. I shall be glad to tell you of my particular skills which may help you in assigning me to an activity in your organization. If you think I have the possibilities of developing the desirable skills by participating under your supervision, I am willing to be a member of your group rather than a leader.

WHY:

I wish to carry on this community service to help me develop a permanent feeling of social responsibility which every citizen should have. Sharing in the program of your agency will also enable me to see how your organization fits into the social and welfare plan of this community.

WHEN:

I will come at least one period a week during my freshman year at a time which will best fit into the program of the agency and my program. This period of first hand experience in your agency is being allowed by my instructors as a substitute for my reading about community agencies and social responsibility.

HOW:

My instructor will help me analyze my experiences and evaluate my growth as she reviews the log or diary of my experience. She will impress upon me the necessity of promptness at the hours which you and I have agreed upon. Later she will send you an evaluation sheet together with a record of the number of hours of participation in the activities of your agency will be kept on file in the office as a part of my permanent record.

________________________
Student

________________________
Instructor
**APPENDIX B-7**

**Rating Sheet for Community Work**  
(To be filled out by Supervisor)  
Miner Teachers College-Education Department

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone No.</td>
<td>Name of Agency</td>
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<td></td>
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</tr>
<tr>
<td>Address of Agency</td>
<td>Telephone No.</td>
<td></td>
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<tr>
<td>Name of Supervisor</td>
<td>Position</td>
<td></td>
<td></td>
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<tr>
<td>No. of hours accumulated</td>
<td>Dates: from <em><strong>19</strong></em> to ___</td>
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</tbody>
</table>

Attention Supervisor: Please fill in this rating sheet on each of the students aiding you at the end of the semester. Place a check in the column which best describes the student's work. Even though these students have had previous experience with community organizations, please take into consideration the fact that they are only in their Freshman year.

Characteristics: Excellent, Very Good, Fair, No

1. Worker is cooperative and usually pleasant.  
2. Shows willingness to follow instructions. Respects opinion and advice of his supervisor.  
3. Is tolerant of all members of his group. Shows little favoritism.  
4. Is not domineering in his leading. Realizes need for active participation of every member of the group.  
5. Has a sense of responsibility. Is usually punctual and is careful with records.  
6. Seems to be well-balanced emotionally. Is not easily frustrated under unusual circumstances.  
7. Shows originality and initiative in suggesting and planning activities for the group.
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Has an interest in the work he is doing and in each child as an individual.</td>
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<tr>
<td>9. Is properly dressed and usually well groomed.</td>
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<tr>
<td>10. Shows vigor and enthusiasm. Through his own interest is able to induce others to work with him.</td>
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<tr>
<td>11. Is a good leader and there are indications that he will succeed as a teacher.</td>
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</tbody>
</table>

Remarks:

Supervisor's signature __________________________ Date

Acknowledgements to the Student Community Service Division of Wayne University, Detroit, Michigan and to L. W. Hughes, Committee Chairman.
APPENDIX B-8
THE OHIO STATE UNIVERSITY
College of Education

Registration Blank for School Exploratory Service
in Public Schools (September Field Experience)

Name ____________________________ Date ________________

Last   First   Middle Initial

Home Address __________________________________________
St. or R. D. No.     Town     State
(The above address should be the one you will want used next
Aug. or Sept.)

Columbus Address ____________________________
No.   Street   Zone   Tel.

Teaching Major(s) ______________________________________

Minors ______________________________________________

Plan to graduate ____________________________ quarter, 19____

Wish to do student teaching ____________________________ quarter, 19____

Adviser's name__________________________ Hours of credit, end of quarter

This experience needed to complete junior standing requirements.
Yes ______ No ______

Plan to register for Education 502 for 2 hours fall quarter.
Yes ______ No ______

Other Education courses to be on fall schedule (if decided
upon)

________________________________________________________________________

My preference for a placement for school exploratory service
this September is: (If your choice is in Columbus or Frankli­
lin County, you must have a quota number before contacting
the school.)

School ____________________________ Elem.____Jr.H.S.____H.S.

School Address ____________________________ St. or R.D. No. (if known) Town Zone State

Name of Principal__________________________

Name of Superintendent of Schools__________________________

Address of Superintendent (if different from school, above) ____________________________
Amount of time planned to be given to this experience: ___ weeks
Probable date of beginning service _____________________________
Probable date of ending service _______________________________

(Complete this blank and return it promptly to: Student Field Experience Office, 103 Arps Hall)
Dear Administrator:

Many schools in Ohio and elsewhere have assisted the College of Education in providing an exploratory school experience for our students during the month of September. You may be familiar with this plan and may have had students before. If not, it is described in some detail in the attached pages.

The bearer of this letter, whose name appears below, desires to secure your permission to spend part of this September in your school. Further information about the student is given on the last page. We hope that, after reading this material and talking with the student, you will be able to work out a mutually satisfactory arrangement. In any event, the return of this sheet is very important for our information.

The faculty of the College of Education appreciates the very great assistance of the public schools in our total teacher education program. We desire to work closely with you, and during September will send representatives to many of the schools in which our students are participating. Your suggestions on this and other phases of our program are always welcome.

Cordially yours,

L. C. Andrews, Coordinator
Student Field Experience

Approval Form for Applicant for a School Exploratory Experience

Student

Last Name
First
Middle

This student has my permission to serve in this school during the period from Sept. _____ to Sept. _____, 1949.

We do not believe it feasible to grant the request at this time.

Signed______________________________ Position_________________________
School ________________________________

P. O. Address of School __________________________ County ____________

City __________________________ State __________________

Please return this sheet when completed to: Student Field Experience Office
College of Education
The Ohio State University
Columbus 10, Ohio

(You will want to retain the other three sheets for your own information.)
APPENDIX B-10

PERSONAL INFORMATION ON STUDENT APPLYING FOR A SCHOOL EXPLORATORY EXPERIENCE

Name of Student
(Last) (First) (Middle)

Home Address
(Street or RFD) (City) (State) (Phone)

Age Sex Race Year in college: 1 2 3 4 Circle one

Teaching major or special teaching area Minor(s)

Prior Education:
High School Yr. Grad.
Elementary: Yr. Grad.

Indicate your background briefly:

1. Extra-curricular activities in school and college:

2. Hobbies or particular special interests:

3. Work experience (including military service):

4. Group leadership experiences: (scouting, camping, social agencies, etc.)

5. Future vocational ambitions:

6. I am interested in this September school exploratory experience because: (Give your purposes and specific interests)
Dear Administrator:

We wish to express our appreciation for your cooperation in approving of our students for a general exploratory experience in your school this September. We hope they will be able to render real service, and we know they will receive great professional stimulation. If you have directed the work of September field service participants before, or if some member of your staff has previously had the experience, you should have little need for further suggestions on plans and procedures.

In any case, you probably still have the three-page, mimeographed bulletin which each student leaves with the administrator. This gives a general description of the plan, a list of five types of activities in which students frequently engage, and a page of personal data. In addition, each student will receive a bulletin of suggestions and a single sheet giving a brief summary of the plan. Most students will also have a bulletin which gives many excerpts from the papers students wrote last year describing their experiences. Through the use of these materials, we feel confident that teachers previously unfamiliar with the plan will be able to assist in directing the experiences of these students.

These prospective teachers will value highly everything you may do to make them feel that they are useful and acceptable assistant members -- even though only temporary ones for this period of the organization and opening of school. Seniors and juniors will be especially anxious to assist and participate actively in the instructional program as a part of their service and to act as emergency substitutes if the occasion arises.

We value your assistance most highly, and if there are ways in which we can assist you to improve this phase of our teacher-education program feel free to suggest them.

Cordially yours,

L.O. Andrews, Coordinator
Student Field Experience

LOA
THE OHIO STATE UNIVERSITY
College of Education

REPORT FORM FOR SCHOOL EXPLORATORY EXPERIENCE
(September Participation)

Student ________________________________ Date ____________

1. Dates of service: from __________ to __________ (inclusive)
   Please indicate any days of absence with reasons:
   __________________________________________________________

2. Hours per day: ( ) Full School days ( ) half days
   Please note any irregularities: __________________________________
   __________________________________________________________

3. Nature of student's service to the school and other activities:
   __________________________________________________________
   __________________________________________________________

4. Rating and evaluation of student: Superior Strong Fair Weak
   Enthusiasm for teaching ________________________________
   Relations with the staff _________________________________
   Relations with students _________________________________
   Ability to follow suggestions ____________________________
   Willingness to render service ____________________________
   Maturity of thought and action ____________________________
   General comments ______________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

(Use reverse of this sheet if desired)

School ____________________________ Signed __________________________
Address __________________________ Title ____________________________

Please complete this form carefully. An appropriate placement depends upon the information given. In addition, you must arrange for a personal interview in the Office of the Student Field Experience, Room 103, Arps Hall, before the examination period in the quarter prior to your participation.

Name ___________________________ Col's. Address ___________ Phone ___________ 

Last _______ First _______ 

Home Town _____________________ Year of Birth _______ Race ___________ 

Sex _______ College __________________ School Year _______ Major _______ Minor _______ 

Major Advisor ___________________ Total number of hours registered for next quarter _______ 

I desire to do my field laboratory service in the _______ quarter of _______ year. 

This designation constitutes a registration. If you desire to change this registration, notify the Student Field Experience Office, 103 Arps Hall, 08-3148, ext. 8236. 

boys 

I wish to work with girls of _______ level. I feel that I am most able to conduct _______ type of activity. I would prefer and evening assignment. I desire to work _______ hours per week. 

Check any of the following skills in which you have had training or experience. Check twice those which you could teach or direct. Draw a circle around those which you consider your "specialties."

Dramatics Camp Fire Programs Sketching Over-night trips Newspaper 

Group Games Religious Programs Painting Astronomy Hiking 

Story Telling Athletic Programs Woodcraft Nature Lore Cycling 

Folk Dancing Choral Groups Leatherwork Boating Archery 

Social Dancing Orchestra Basketry Fire Building Tennis 

Boys Clubs Piano Claywork Swimming Badminton 

Girls Clubs Puppetry Needlecraft First Aid Home Ec. 

Science Clubs Designing Campcraft Red Cross Nutrition 

Photography Clubs Carving Outdoor _______ 

Parliamentary Procedure Cooking _______ 

EXPERIENCE WITH CHILDREN: List any experiences in which you have acted in a leadership capacity with groups of children, e.g., Sunday School teaching, scout leadership, work with settlement or welfare organizations, summer camp work, etc. 

Name of Activity _______ Time Spent _______ Characteristics of the Group _______ (e.g., size, age, sex, under-privileged, etc.) 

(List additional activities on the back of this sheet.)
SOCIAL AND COMMUNITY ACTIVITIES: - Indicate below any non-school groups in which you have participated, either as a member or leader, e.g., music clubs, civic clubs, recreation groups, etc.

<table>
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<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION OF WORK</th>
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PERSONAL INTERESTS: List what you consider to be your special interests. Include all the things at which you are adept, e.g., I like to teach music, participate in and direct athletics, and play the piano.

My schedule for next quarter is:
(i.e., the quarter in which I will take 505)

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<tr>
<th>Hour</th>
<th>Mon</th>
<th>Tue</th>
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Student assigned to:
Agency __________________
Supervisor __________________
Type of Work __________________
Hours of Credit __________________
Day or Days of Week __________________

(Be sure you have included definite work obligations as well as classes.)

Remarks: __________________

Approval __________________
Student Field Experience Office  
College of Education  
103 Arps Hall  
The Ohio State University  
Columbus 10, Ohio  

STUDENT RATING SHEET  
Education 505  

Directions: Please rate the student on each of the following items. Check one of the five classifications which in your estimation indicates the quality of work done.

<table>
<thead>
<tr>
<th>Superior</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
</table>

1. Ability to secure group rapport: to get on well with members; to obtain confidence; to show pleasantness, patience and friendliness.

2. Willingness to learn; acceptance of criticism; open-mindedness and adaptability.

3. Competence in studying and respecting the personalities of each member of the group.

4. Facility in helping members of the group to adjust even outside the specific group situation.

5. Skill in using cooperative and democratic rather than dictatorial methods in group leadership.

6. Conscientiousness and dependability in planning and carrying out programs.

7. Quality of planning: originality and appropriateness in the presentation of ideas and materials.

8. Ability to stimulate individuals or small groups to creative work; resourcefulness in aiding them to plan, execute and evaluate their projects.
9. Desirable balance of interest in the individuals of the group and in the program.

10. Consistency in administering proper disciplinary control within the group.

11. Capacity to adjust plans and procedures to meet emergency, special or unusual situations.

12. Maintenance of an appropriate and well-groomed appearance.

13. Adaptability to supervisors and other staff members; cooperation in following directions and in carrying out policies of the agency.

14. Capacity to analyze and evaluate job; to see and rectify own mistakes.

15. Growth toward social and emotional maturity.

Would you consider hiring this student as a paid permanent member of your staff? Yes No Remarks ________________________________

Please indicate fully any incident of unjustified late arrival, lack of preparation, or failure to arrange for absence: __________________________________________________________

We would be glad to have any additional information regarding the student's outstanding qualifications and/or weaknesses. We would also appreciate any suggestions of additional help this student may need in further development of abilities or overcoming undesirable traits.

Supervisor __________________________ Date started ___________ Stopped ___________

Approved by: _________________________ Total clock hours completed: __________

Title: _______________________________ All information will be treated as confidential.
APPENDIX B-15

STATE UNIVERSITY OF NEW YORK
State Teachers College, Oneonta, New York

Information for Use as Basis of Publicity for Community Study in ________________________________

Date:
Number of Students:
Staff Leadership:

Purposes of the Study:

The present dynamic social situation challenges teachers to a wider concept of teaching than the four walls of a classroom allow. A teacher needs to have a broad understanding of social relationships as well as ability and willingness to engage in such relationships as she acquires experience in living satisfactorily as an adult in the community in which she lives. She needs to acquire techniques of using the resources at hand for curriculum enrichment in the classroom. Finally as she becomes a part of the community in which she teaches, she will develop a deeper insight into the function of the school as a social institution as it cooperates with other institutions for the advancement of human welfare.

The purpose of the community study is to acquaint pre-service teachers with techniques of knowing how a community is organized to meet its social and economic needs. A further objective is to study the role of the teacher and the school in society and in a specific locality so that the educational leadership of the community may be wise and intelligent. In order for teachers to establish themselves thoughtfully where they teach, prospective candidates must know how to meet the different social and economic groups to be found in a community.

Real learning takes place as the student practices in an actual situation. Probably the student needs as much guidance in securing ease, tolerance, and significant participation in social relationships as in the technique and content of classroom instruction.
APPENDIX B-16

Name_________________________ Major_________ Minor_________ Ass Ass
Syracuse
Address_________________________ Phone_________________________ Do not fill in above

What experience have you had in handling youth groups? Were you the leader, or assistant leader?

What size group did you have?_________________________ What age?_________________________ Boys Girls Both

What are your favorite sports, recreations, hobbies, interests?

What special skills (handicraft, latherwork, nature study, cooking, sewing, sports, dancing, photography, scouts, church clubs, etc.) do you have that might be of value in working in youth groups?

Is there any group in Syracuse that you would particularly like to work with?

Is there any group in Syracuse that you would particularly dislike to work with?

On the schedule on the back of card indicate all scheduled activities that you have such as classes, waiting on table, other remunerative work, Univ. team activities, sorority or fraternity meetings. This schedule is used in assigning you to an adolescent group and a commitment once made to a group is difficult to change. Therefore, please be accurate.

DAILY SCHEDULE

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</table>

Any additions:
APPENDIX B-17

SCHOOL OF EDUCATION
SYRACUSE UNIVERSITY

ASSIGNMENT TO ADOLESCENT-SOCIETY GROUP

As a part of your work in Secondary Education 101, you have been assigned to an adolescent-society group as shown below. You are to be associated regularly with this group throughout the semester. You will be expected to have a conference with leader named below for assignment to an activity group.

Name of group__________________________________________

Place of meeting________________________________________

Name of leader__________________________________________

Phone number of Leader__________________________________

Time of Conference______________________________________

Special instructions for contacting your group:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APPENDIX B-18

Name of Student ___________________________ Organization ___________________________
Signature of Leader ___________________________ Address of Leader ___________________________

STUDENT LEADER CHECKLIST

Directions: Please rate the student who is associated with you and your group during this semester by checking the appropriate statements below. The statements range from extremely satisfactory (Rank 1), through average (Rank 3) to extremely unsatisfactory (Rank 5), under each heading. In rating an individual please keep in mind that it is expected that most individuals should be rated about average 3 or 2 or 4. Only the exceptional individuals should receive a rating of 1 or 5. Under headings V (attitude) and VI (willingness to learn), please underline the descriptive adjective or phrases which best describe the individual, in addition to checking the appropriate statement.

I. ATTENDANCE

   ___ 1. Always present at regular meetings and in addition gives much extra time to the group or to individuals.
   ___ 2. Regular in attendance and gives some extra time.
   ___ 3. Regular in attendance at scheduled meetings.
   ___ 4. Some absence from regular meetings.
   ___ 5. Very irregular in attendance.

II. HELPFULNESS TO LEADER AND GROUP

   ___ 1. Is an outstanding asset to both the group and the leader.
   ___ 2. Proves to be more helpful than could be expected ordinarily.
   ___ 3. Shows an average amount of helpfulness.
   ___ 4. Occasionally is an asset to the group or leader.
   ___ 5. Is rarely or never an asset to the group or leader.

III. INTEREST

   ___ 1. Shows tremendous interest in the activities of the group.
   ___ 2. Shows superior interest in the activities of the group.
   ___ 3. Interest exhibited is average or satisfactory.
   ___ 4. Discloses some interest occasionally.
   ___ 5. Does not seem interested in the activities of the group.

IV. ATTITUDE OF THE MEMBERS OF THE GROUP TOWARD THE STUDENTS

   ___ 1. Many members of the group seem pleased to have the student.
   ___ 2. Some members of the group seem pleased to have the student.
   ___ 3. Attitude satisfactory; carried out specific assignments.
   ___ 4. Some members of the group seem to prefer not to have the student associated with it.
   ___ 5. The group would prefer not to have the student associated with them.
V. ATTITUDE

___1. Displays unusually fine attitudes; highly dependable; resourceful.
___2. Has a good attitude; dependable; offered some useful suggestions.
___3. Attitude satisfactory; carried out specific assignments.
___4. Shows good attitude most of the time; usually dependable.
___5. Attitude unsatisfactory.

VI. WILLINGNESS TO LEARN

___1. The student is exceptionally anxious to learn; eagerly asks for suggestions; highly cooperative.
___2. Shows a good learning attitude; responds readily to suggestions; cooperation all the time.
___3. On the whole, learning attitude is satisfactory.
___4. Sometimes seems to want to learn; does not always respond to suggestions; not always cooperative.
___5. Does not want to learn; not responsive to suggestions; uncooperative.

VII. UNDERSTANDING OF INDIVIDUALS IN THE GROUP

___1. Shows exceptional understanding of the individual boys or girls in the group.
___2. Shows a better understanding than could usually be expected of a junior in college.
___3. Seems to have a satisfactory understanding of most of the individuals in the group.
___4. Seems to be able to understand a number of the individuals.
___5. Doesn't seem able to understand boys or girls of this age.

VIII. PROGRESS

___1. Made exceptionally fine progress in all phases of the work.
___2. Made exceptional progress in some phases and good progress in others.
___3. Made satisfactory amount of progress.
___4. Did not make satisfactory progress in some of the work.
___5. Failed to make progress.

IX. ATTITUDE OF LEADER TOWARD HAVING THE UNIVERSITY STUDENT

___1. Very well pleased to have the student working with me and the group.
___2. Moderately pleased to have the student associated with us.
___3. Undecided about having the student with the group.
___4. Moderately disapprove of having the student associated with us.
5. Definitely disapprove of having the student working with me and the group.

We shall appreciate your writing below any additional comment concerning the student. Comments concerning special achievements, outstanding strengths or weaknesses, special problems, etc., will be especially helpful. Use the back of this sheet if additional space is required.
UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION

APPLICATION FOR THE INTERNSHIP IN SCHOOL ADMINISTRATION (Ed. 224)

Return to Clarence A. Newell
Professor of Educational Administration

Name_________________________________________ Date of Filling

Mailing Address__________________________________________________________

High School From Which Graduated________________________________________

Degrees Held and Institutions Which Granted Degrees

_______________________________________________________________________

Degree Working Toward_________________________ Date of Expected Completion

Undergraduate Major___________ Undergraduate Minors____________________

_______________________________________________________________________

Age: (Check correct answer) Under 25__; 30-34__; 35-39__; 45-49__; over 50__.

EXPERIENCE RECORD

<table>
<thead>
<tr>
<th>Position</th>
<th>School or Institution</th>
<th>Dates</th>
</tr>
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<tbody>
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</table>
APPENDIX B-20

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION

Form I To be completed by the administrator or supervisor.

It will help us to have your evaluation regarding the professional and personal characteristics of the student who recently completed an internship under your supervision. Your cooperation in supplying us with the requested information will be deeply appreciated. All information received will be held confidential.

Sincerely yours,

Clarence A. Newell
Professor of Educational Administration

Name of Intern_____________________________________________________

Where Internship Took Place_________________________________________

Duration of Internship: from___________ to_________________________

<table>
<thead>
<tr>
<th>Administrative and Supervisory Ability</th>
<th>Very</th>
<th>Satisfactory</th>
<th>Good</th>
<th>factory</th>
<th>Poor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Relationships with Children</th>
<th>____________________________</th>
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</table>

<table>
<thead>
<tr>
<th>Professional Relationships</th>
<th>____________________________</th>
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<table>
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<tr>
<th>Community Relationships</th>
<th>____________________________</th>
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<thead>
<tr>
<th>Personal Qualities</th>
<th>____________________________</th>
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<thead>
<tr>
<th>Health</th>
<th>____________________________</th>
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</thead>
</table>

Comments:

Date___________________ Signature_________________________________

Position___________________

Address___________________
APPENDIX B-21

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION

Form II To be completed by members of the school staff.

It will help us to have your evaluation regarding the professional and personal characteristics of the student who recently completed an internship in school administration and supervision at the school (or office) where you are employed. Your cooperation in supplying us with the requested information will be deeply appreciated. It will not be necessary to affix your signature to the form although space has been provided for those who desire to do so. All information received will be held confidential.

Sincerely yours,

Clarence A. Newell
Professor of Educational Administration

Name of Intern_______________________________________________________

Where Internship Took Place___________________________________________

Duration of the Internship: from___________ to______________

Administrative and Supervisory Ability

__________________________ Very Satisfactory

Excellent Good satisfactory Poor

Relationships with Children___________________________________________

Professional Relationships___________________________________________

Community Relationships____________________________________________

Personal Qualities___________________________________________________

Health

Comments:

Do you believe that the intern possesses the qualities which should make him a successful school administrator? Yes___ No___ Don’t know____

Please qualify your answer with a brief statement.

Date____________________ Signature_____________________________
UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION

Form III Self-evaluation questionnaire to be completed by the intern

Name of Intern__________________________________________________________

Where Internship Took Place____________________________________________

Duration of the Internship: from___________ to___________

This questionnaire is designed to enable you to appraise your work. By truthfully answering the questions listed below you will help yourself recognize many of your strengths and weaknesses. Anecdotes which furnish positive evidence of the validity of your answers are well worth recording for your future reference; space is provided on the form for this purpose.

Directions:

This form should be filled in twice during the semester: once at the middle of the semester and once at the end. Additional copies of the form can be secured from Dr. Newell.

Administrative and Supervisory Ability

1. Have I met all of my delegated responsibilities in a satisfactory manner?

2. Have I provided the group with effective leadership?

What positive evidence do I have to verify the validity of my answers to these questions?
Relationships With Children

1. Do the children accept me as a friend and advisor? Do they respect me?

What positive evidence do I have to verify the validity of my answer to this question?

Professional Relationship

1. Am I accepted as a member of the staff?

What positive evidence do I have to verify the validity of my answer to this question?

Community Relationships

1. Am I developing sound relationships with the members of the community?
What positive evidence do I have to verify the validity of my answer to this question?

**Personal Qualities**

1. Have I maintained the personal appearance and the poise that my position demands?

What positive evidence do I have to verify the validity of my answers to this question?
PERSONNEL MANAGEMENT

TYPES OF UNDERSTANDINGS TO BE FORMED AND INFORMATION TO BE LEARNED

1. Who hires incoming workers?
2. How are new workers assigned to their jobs?
3. What does the induction of new workers include?
4. What are the responsibilities of the first-line supervisor to the new employee?
5. To whom may a worker go with his problems and troubles? (Job problems, wage problems, domestic problems)
6. If there are counsellors, what are the functions of the counsellors?
7. Through what channels is a worker discharged?
8. What employee facilities are there in the plant (cafeteria, parking, first aid, credit union, insurance, hospitalization)?
9. How are jobs coded and evaluated? What job classifications are there?
10. What written records are kept of the employee's job performance?
11. What is the wage payment plan?
12. What training program does the plant maintain?
13. What occupations are presented within personnel management?

POSSIBLE WORK EXPERIENCES

1. Work in the training department.
2. Work as clerk in employment office.
3. Assist with paper work in "job evaluation."

SPECIFIC ITEMS TO WHICH THE TRAINEE SHOULD GIVE SPECIAL ATTENTION

1. Note forms used for such procedures as: changing wages or rates of pay, recording work experiences of employees, transferring employees, figuring pay, making promotions, demotions, etc.
2. Note any devices used to determine job placement for incoming worker.
3. Observe the operation of the apprentice program, if one is in operation.
Assignment
Date
Agency
Supervisor
Address

(Students should not write above this line)

PLACEMENT INFORMATION BLANK FOR COMMUNITY GROUP SERVICE
For Pre-Teaching and Teaching Students
Wayne University

Each student preparing for teaching is expected to have
served actively during his freshman and sophomore college years as
a group leader, with children under 16 years of age, for a total
of at least one hundred hours in an approved group work agency,
or agency for informal education or recreation. (One semester
hour of credit is allowed.) This means about one two-hour period
a week during each of two winter programs or more intensive work
during the summer, or a combination of winter and summer work.
Service should be in two different agencies if possible. The
successful completion of this activity will give one hour of col-
lege credit if registered for as Community Recreation Leadership.120.

Name of Student

Date
Female

Male

Address of student

Zone

Circle sex

Sr. 1,2; Soph. 1,2; Jr. 1,2; Sr. 1,2; Post-graduate

Circle your Classification

Date of Birth

1. Circle each of the skills or activities in which you believe
yourself to be competent and in which you could give some instruction
to children or youths in their clubs and groups. Add any other
activity in which you are competent. Community Recreation Leader-
ship 100 developed to give training in several activities needed in
this program also gives one hour credit. This course should be
taken in the first semester freshman year if possible.
Art--Clay modeling, Woodwork, Painting, Drawing, etc., Puppetry,
Crafts, Sewing.
Dramatics--Play directing, Story telling, Interpretative reading.
Hobbies--Photography, Model airplanes, Stamps, Nature study, Out-
door cooking.
Physical Education--Scout training, Hiking, Social Dancing, Folk
dancing, outdoor playground activities, Gym sports and games,
Bicycling, Fencing, Swimming, Tap Dancing, Skating (ice), Box-
ing, Archery.
Religious Instruction
Unclassified--Nursery education, Children's indoor games.
Appendix B-24, con.

2. I desire to be assigned: as soon as possible; for the semester beginning ______________________; for the summer period beginning ______________________. If available now, list preferred assignment periods on schedule below.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sun</th>
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<tbody>
<tr>
<td>Morning</td>
<td>Afternoon</td>
<td>Evening</td>
<td>Morning</td>
<td>Afternoon</td>
<td>Evening</td>
<td>Morning</td>
</tr>
</tbody>
</table>

3. Indicate the type of agency and/or particular agency in which you would like to work. Since many church groups request volunteers, it will help us if you will indicate your religious preference: ____________

<table>
<thead>
<tr>
<th>Types of Agencies</th>
<th>Specific Agency</th>
<th>Preferred</th>
<th>Act. Pref.</th>
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</thead>
<tbody>
<tr>
<td>Boy Scouts</td>
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<tr>
<td>Girl Scouts</td>
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<td>Camp Fire Girls</td>
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<tr>
<td>Settlement and Community Houses</td>
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<td>Y.W.C.A.</td>
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<tr>
<td>Church Schools</td>
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<tr>
<td>Playground and Recreation Buildings</td>
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<tr>
<td>Summer Camps and Programs</td>
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<td></td>
<td></td>
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<tr>
<td>Nursery Schools</td>
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<tr>
<td>Others</td>
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<td></td>
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</table>

4. Underline type of transportation you have available: City bus - street car -- your own automobile.

5. List on the reverse side any questions or additional remarks. (If you think you have already completed 50 or 100 hours of this type of group leadership service, list the address of the agency, the number of hours, and the name of the supervisor who could give us a report on your work.)

PLEASE RETURN THIS BLANK TO ROOM 124, WANN UNIVERSITY BUILDING

Form 2239-10-47-5m
Wayne University, College of Education, postal card used to introduce students to agencies relative to participation in the Community Recreation Leadership program:

TO GROUP WORK AGENCIES OR CHURCH SCHOOLS:  Date

At your request we are introducing ____________________________
as a volunteer leader for ____________________________

__________________ College of Education, Wayne University

(Agency to fill out and return immediately upon assignment)

Student has accepted assignment with ________________

Agency

The supervisor, ____________________________, will send Name

in official report at the end of the school year or when leader discontinues or has completed this assignment.

_________________________________  ___________________  ________________
Signature                    Agency                  Date
Student Evaluation of His Group Leadership Activity

---

**Student's Name**

---

**Date**

---

**NAME OF AGENCY OR AGENCIES**

1. Example: Sophie Wright Settlement
2. Free Press Fresh Air Camp
3. Fisher

Examples are given for explanatory purposes only. They are not necessarily typical or ideal. This confidential report blank should be filled out and returned to the College of Education (Room 103, Main Building, or Room 4, 467 W. Hancock) as soon as your one hundred hours of group leadership have been completed. We welcome your honest criticism. We especially want your suggestions asked for on the reverse side of this sheet.

---

**A. ESTIMATE OF AMOUNT OF YOUR TIME IN HOURS SPENT UNDER THE FOLLOWING CLASSIFICATIONS**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Example</th>
<th>1st Agency</th>
<th>2nd Agency</th>
<th>3rd Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual conferences with supervisors</td>
<td>2 hrs.</td>
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<tr>
<td>Keeping records</td>
<td>2 hrs.</td>
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<tr>
<td>As group leader or assistant leader</td>
<td>43 hrs.</td>
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<tr>
<td>*Outside preparation for group classes</td>
<td>35 hrs.</td>
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<tr>
<td>Leader training meetings or conferences</td>
<td>3 hrs.</td>
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<td></td>
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<tr>
<td>*Transportation to and from agency</td>
<td>110 hrs.</td>
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</tbody>
</table>

*Not counted officially in the required 100 hours, but list them here.

---

**B. CHECK BEST DESCRIPTION OF YOUR WORK IN THE GROUP**

1. Mainly observing and/or assisting experienced or older group leaders
2. Mainly leading or instructing a group that was already organized
3. Complete responsibility for starting and leading or instructing group
4. (Other descriptions)

---
### C. TYPE OF ACTIVITY

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<tr>
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<tbody>
<tr>
<td>1. Approximate number in group</td>
<td>Indoor (Games)</td>
<td></td>
<td></td>
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<tr>
<td>2. Girls, boys, or mixed?</td>
<td>Boys</td>
<td></td>
<td></td>
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<tr>
<td>3. Approximate age range</td>
<td>9-12</td>
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</table>

### D. DID YOU HAVE HELPFUL SUPERVISION FROM AGENCY?
(Use these descriptions: Very, Moderately, or Little)

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<td></td>
<td>Little</td>
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### E. WAS THIS EXPERIENCE VALUABLE TO YOU?
(Use these descriptions: Very, Moderately, or Little)

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<tbody>
<tr>
<td></td>
<td>Moderately</td>
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</table>

ADD COMMENTS THAT ARE SIGNIFICANT ABOUT YOUR OWN EXPERIENCE IN THIS WORK OR THAT MIGHT HELP US IN IMPROVING OUR FUTURE PROGRAM.
### COLLEGE OF EDUCATION REPORT BLANK FROM SOCIAL GROUP WORK AGENCIES

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Agency</td>
<td>Address</td>
<td>Type of Student Leadership</td>
</tr>
</tbody>
</table>

#### Student's schedule of group leadership Total clock hours completed in your agency and inclusive date

**DIRECTIONS:** Please fill in report blank on the student named above.
Rate the student by checking one of the five classifications which in your judgment, would most closely identify the student's work and ability with respect to the items listed below. If you have been satisfied with the student on an item you should rate him "good average" or "superior", of course taking into consideration that he is usually a freshman or sophomore who has had no professional training either for group work or regular teaching.

1. Worker secures good rapport with group; gets on well with members; secures confidence and is "at home" with them; is pleasant and patient...

2. Is willing to learn; is open minded and adaptable; has good attitude in using suggestions of supervisor...

3. Studies and respects personalities of all members of his group; aids them in adjusting even outside the specific group situation ...

4. Uses cooperative and democratic rather than dictatorial methods in group leadership ...

5. Is conscientious and responsible in matters of record keeping and other necessary administrative or routine matters ...
SELECTED BIBLIOGRAPHY


<table>
<thead>
<tr>
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<th>Pages</th>
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<td>Agricultural and Mechanical College of Texas</td>
<td>237-238, 272</td>
</tr>
<tr>
<td>Antioch College</td>
<td>31, 76-80</td>
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<tr>
<td>Appalachian State Teachers College, (North Carolina)</td>
<td>59</td>
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<tr>
<td>Athens College</td>
<td>50</td>
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<tr>
<td>Berea College</td>
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<tr>
<td>Central Michigan College of Education</td>
<td>44-45, 59</td>
</tr>
<tr>
<td>Chicago Teachers College</td>
<td>34, 35, 44, 59, 62</td>
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<tr>
<td>Colorado State College</td>
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