

A SURVEY STUDY OF TEACHER TRAINING ACTIVITY

A THESIS

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ROBERT EUGENE ANDERSON

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N. S. T. C.

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Received 11 5 '34 Robert Eugene Anderson -g

Approved for the Major Department

Eugene Anderson

Approved for the Graduate Council

Eugene Anderson

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PREFACE AND ACKNOWLEDGEMENTS

This survey of student teaching participation was undertaken with the purpose of bringing to the general public, as well as to the members of the teaching profession, something of the development of teacher training in general, and, more specifically, the manner in which student teaching participation is conducted in the model schools, training schools, and the laboratory schools, as they are variously denominated, which are appended to the Normal schools and the Teachers' Colleges of the country. This study concerns the efforts of these institutions to bring to the student teacher something of the actual public school conditions before he enters the teaching profession.

A special study has been made of the Laboratory School of the Kansas State Teachers College of Emporia. The historical development in foreign countries, the United States, and the state of Kansas, is discussed in a more general manner.

The writer wishes to express his thanks to the following people, and to acknowledge with sincere gratitude their efforts in making this study possible:

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CHAPTER I

INTRODUCTION

...The great want of our common schools today is not money or buildings, but teachers; not only teachers who have the requisite knowledge but who know how to communicate that knowledge to others; teachers educated to their profession and pursuing it for a livelihood, and whose interest and reputation are embarked in it; teachers educated in our midst, fully imbued with the peculiarities and enterprise of our restless and our never satisfied western progress.¹

The Nature of the Study

The chief object of this survey has to do with the development of the teacher training phase known as student teacher participation in the various type schools of the Normal Schools or Teachers Colleges in their efforts to bring to the prospective teacher something of actual conditions as existing in the public schools today. Considerable space is devoted to the historical development, a more general treatise is given foreign countries and the nation, and a more specific treatise is given on the State of Kansas and the Kansas State Teachers College of Emporia.

It is hoped that through the presentation of this study the general developmental trends of teacher training may be made more apparent especially for their influence upon

1. Preston B. Plumb in the EMPORIA NEWS, December, 1865.

present day conditions. It is also hoped that the reader may be able to form some ideas or notions as to directions of future trends in teacher training. That there will be changes is, of course, obvious but there is considerable speculation in both the ranks of the teaching profession and among the laymen with respect to changes necessary to meet the serious economic conditions more adequately and successfully.

Previous Studies

In the field of supervised student teaching there seems to be a dearth of material written for the purpose of contributing helpful assistance to the field of supervision and teacher training. It has been said that there are as many different plans and directions for student teaching and its supervision as there are institutions. It is readily seen that there has not been a common acceptance of methods and principles dealing with the supervision of student teaching, courses offered, coordination of college departments with teacher training departments, rating of the student teacher, or follow up programs. The one outstanding contribution in this field has been the book Supervised Student Teaching, written and compiled by Arthur Mead in 1930, in which the author seeks to organize the field of student teaching, set down the principles of procedure, and establish programs of student teaching as a guide for those vitally concerned in this field of education.

The Scope of the Study

This survey has for its scope first, a wide historical development of the subject in mind with the idea of a rather general presentation in order to furnish the proper orientation and background for a more adequate treatment of the subject under consideration, and second a specific treatment of teacher training participation in the practice schools of the Kansas State Teachers College of Emporia. This treatment ranges from the earliest system dating from the foundation of the Kansas State Normal in 1865.

Considerable attention is devoted to the present set-up of the laboratory schools on the campus with respect to the handling of student-teacher participations, objectives, desirable features, weaknesses of the present system, and recommendations pertinent to future changes and developments.

Method of Procedure

The first step in the treatment of this subject was to attack it from the historical viewpoint in an effort to follow the trends taken in teacher training from its earliest beginnings as a preliminary step in preparing the reader for the necessary background requisite to a better understanding of the problem under discussion.

The second step has to do with a more specific and detailed treatment of teacher training developments in the state of Kansas with considerable attention to the statutes of Kansas as found to affect teacher training.

The third step is made up of numerous interviews with student teachers, supervising teachers, the Director of Teacher Training, and others connected with the training and development of teachers.

Sources of Data

The sources of data for the survey and study of this problem are as follows:

- (1) Material secured from interviews with the Director of Teacher Training, supervisors, and student teachers.
- (2) General histories of education.
- (3) State constitution and laws of Kansas.
- (4) Courses of study and catalogues and reports of colleges and universities.
- (5) Reports of Board of Regents, Directors of Teacher Training, Presidents of state schools.

Presentation of Data

The original data affecting this study, have been carefully and accurately gathered from numerous interviews with individuals concerned with teacher training participation and setup in the form of tables and conclusions in order to indicate the present status of student teacher training and supervision as found in the Kansas State Teachers College of Emporia. The data of secondary source have been secured through the efforts of the writer in his study of selected references and have been used in presenting to the reader something of the historical development of teacher training.

CHAPTER II

TEACHER TRAINING DEVELOPMENT IN FOREIGN COUNTRIES

The entire process of life seems to be one of education and adaptation. Much of this early plan of education and preparation of the human being to better make the necessary adaptations of life was centered around the religious motive, as illustrated by the catechetical schools of the early Christian Era. Teachers and leaders were prepared for the Church.

It is difficult to say just where and when teacher training developed. It is evident that mankind has always recognized the value of a preliminary training period preparatory to the actual future activity. This is illustrated by the apprenticeship system, the guilds, and medieval pageship. Teacher training might possibly have as its origin the teaching of the younger children of the family by the older children, or the formation of teacher guilds, or the later monitorial system.

ENGLAND

Early teacher training development in England made use chiefly of some form of the monitorial system whereby the older and more promising pupils were trained for the purpose of handling the younger pupils. The monitorial system reached its greatest development under Lancaster and Bell.

E. A. Vaile in his discussion of the Lancasterian and Bell monitorial systems makes the following comments:¹

The difficulty of securing and retaining trained monitors led to the experiment of having some of the most promising pupils taught by the headmaster out of school hours, thus in a measure preparing and compensating them for duty as monitors; later the more mature or more successful students were organized into a normal class with a prescribed course of study, upon graduation they could become heads of schools elsewhere.

Even though Lancaster is given credit for the organization of the first model or teacher-training school in England, other systems almost as important had their development at this time, as is illustrated by the Shuttleworth apprenticeship system. This system provided for the apprenticeship of the prospective teacher, to the headmaster for a period of five years in which the prospective teacher was to observe, teach, study, and consult the headmaster concerning teaching activities. Training colleges for prospective teachers were established about the middle of the nineteenth century and remain in vogue up to the present day.

FRANCE

Probably the first teacher training class in the world was that of Father Demia at Lyons, France, in 1672. This class was the result of his inability to secure enough

1. E. A. Vaile, "Lancasterian System," EDUCATION, Vol. 1, p. 273.

volunteer teachers to teach reading and the catechism to the children of his parish. He organized a class of those desiring to teach and conveyed to them his ideas and notions of teaching.

In 1685, Abbe de La Salle organized the first real normal school at Rheims, France, for the purpose of training teachers for the order, "Brothers of the Christian Schools," which he had founded; the purpose of this order was to give free religious education to the children of the working classes in France. He later founded a second school located at Paris and called it a "Seminary" for schoolmasters. In this seminary, practice schools were established where student teachers did student teaching under the supervision of an experienced teacher.

So far as is known, the first established public normal school was the Ecole Normale located at Paris in 1794. This school was for the purpose of preparing teachers for the public schools of France. Since this normal school arose during chaotic conditions of the French Revolution, it lasted only a short period of time.

In 1808 under the Napoleonic plan of educational reorganization of so-called higher normal school was established; however the real foundation of the normal school in France dates from the historic educational laws of 1833. Under these laws each normal school had a model school attached to it, which was under the control of the director of the normal school. The course was fixed at three years

with the third year to be used in obtaining the practice teaching. This practice teaching was obtained by using the students as substitutes for the regular teachers or by using the students in Lycees for contact with real school conditions. In more recent times this plan of procedure has met with some modification and has come to include work at the Lycees, lectures, and visits to some particular school for practical knowledge of school procedure.

GERMANY

The beginning of teacher training in Germany is marked by the establishment of Franke's Seminarium Praeceptorium founded in 1697 at Halle, Prussia. In 1738 Julius Hecker founded the first regular seminary for teachers and in 1748 he established the private "Lehrerseminar" at Berlin. In these two schools many possibilities of teacher training became evident to the German people, but it was not until 1819 that the Prussian government established normal schools to train teachers for the public schools. By 1848 there were forty-eight public and private teacher seminaries.

The Primary Normal School of Potsdam established its training school in 1825. The training school was a free school for more than a hundred boys and was supported partly by the normal school and partly by the town. In this training school, directed supervised teaching was done by the advanced class of students.

Many of the early normal schools were not able to provide the model school or training school for their prospective teachers, and those taking practice teaching were compelled to get their practice by using the lower classes of the normal school itself.

OTHER COUNTRIES

Little was done in the early Austrian normal schools toward providing student teaching opportunities except perhaps to have the students act as assistants in the lower classes of the normal school.

In Holland theoretical instruction was given to the students in night school and teaching participation was provided for students in the elementary schools during the day.

Switzerland in one of its early normal schools included student teaching not only in the elementary schools but also at the secondary level.

The writer has presented this brief resume of the early development of teacher training in foreign countries in order to give to the reader some notion of the tremendous strides that teacher training has taken and also to furnish a background for the treatment of teacher training in the United States.

CHAPTER III

TEACHER TRAINING DEVELOPMENT IN THE UNITED STATES

Private Normal Schools

When the Franklin Academy was founded in 1756, one of the purposes of its founding was specified as teacher training and much of the early interest in teacher training was centered in the academies; however the first real teacher training school in America was a private tuition institution established by Samuel Hall in 1823 at Concord, Vermont, for the training of teachers. He later conducted his school at Andover, Massachusetts, and at Plymouth, New Hampshire.

The courses offered in this private teacher-training institution consisted of a review of the common branches, philosophy, mathematics, some chemistry, astronomy, logic and a new study called the art of teaching; students desiring the so-called practice teaching went out and taught in the rural schools during the winter. Hall, depending entirely upon his experiences, sought to tell his pupils how to manage a school and teach its pupils. In 1829 he published a book on teaching which he previously had given as a series of lectures on school-keeping.

With the advent of the Lancasterian monitorial schools and the popularizing of education, the academies began more and more to give attention to teacher training. In fact as early as 1821 the board of regents in New York state declared

that it was up to the academies to furnish teachers for the common schools, the result being that in 1827 New York appropriated money and rendered state aid to the academies to promote the training of teachers.

The training of teachers in the academies spread rapidly until it became common everywhere. At this early period the training was chiefly academic. There was no psychology or philosophy of education, no history of education, no child study, or methods of instruction. What professional material there was depended upon the experience of the principal and his ability to lecture on school management and teaching.

In 1834 the New York Legislature enacted the first law in this country making provision for the teachers of the common schools to receive some professional education. State aid was provided for one academy in each of the state judicial districts for the purpose of educating teachers.

Besides the Lancasterian Monitorial schools and the private normal schools of Hall and Carter, the normal school idea was worked out in the academy. This was the first definite step in the United States toward professional education of teachers.

Teacher training in the academies was continued until the establishment of the first state Normal School in New York in 1844 at Albany. Teacher training in the academies of that state was continued again in 1849 and still exists in the high schools of that state, as is the case in many states which still continue the so-called Normal Training course in the high schools. The State of Kansas is no exception

to this custom, in spite of the repeated attempts to eliminate this rather inefficient method of teacher preparation.

PUBLIC NORMAL SCHOOLS

For many years previous to the establishment of public or state normal schools, there had been considerable agitation and many attempts had been made by enlightened educators of this country to establish state normal schools; especially was this true in the State of Massachusetts, where such men as Carter, Mann and Brooks worked unceasingly to secure state action.

The efforts of these men were aided by the reports of Cousins and Stowe who made investigations of the Prussian teacher-training seminaries and made glowing and enthusiastic reports of the work carried on in these seminaries.

The election of Carter to the State Legislature of Massachusetts gave him the opportunity for which he had long been waiting. Through his work in the State Legislature, Massachusetts established a State Board of Education in 1837. While Carter worked in the State Legislature, Brooks traveled about through the State of Massachusetts for a similar system of teacher training.

In response to his plea for teacher training, Mr. Edmund Dwight, a citizen of Boston, gave a sum of ten thousand dollars to the cause, provided that the state of Massachusetts would give a like amount. As a result the committee on education in the state authorized the State Board of Education to expend the necessary amount in qualifying teachers for

the common schools of Massachusetts.

The legislature placed the task of organization and establishment of the teacher training institutions in the hands of the board of education and Mr. Mann. Here is found a departure from that plan used by New York State. Instead of aiding the academies as New York did, Massachusetts decided to create special schools specifically for the purpose of teacher training, and these schools took the name of normal schools.

The first normal school in the United States opened its doors to the students at Lexington, Massachusetts, with Cyrus Pierce as its first president. The school was formally launched on July 3, 1839, with only three pupils presenting themselves for entrance examinations preparatory to entering this normal school.

The second Normal School was opened at Barre on September 5, 1839, with an enrollment of twenty students. With the establishment of these two schools the foundation for the Normal School System in the United States was laid.

Since July 3, 1839, which date marks the beginning of the first normal school in the United States at Lexington, Massachusetts, Normal Schools have remained in constant operation to the present day. Following the establishment of these first two schools, a third was established at Bridgeport in 1840. It is interesting to note the direct effect of these early schools upon the normal schools of the State of Kansas. The Illinois Normal University took its form of organization and course of study from the

Bridgeport Massachusetts Normal School and in turn the Illinois Normal University furnished to the State Normal School at Emporia its plan of organization and its course of study.

Not only was the plan of organization and course of study closely modeled after that of Massachusetts but the State Legislature of Kansas followed closely the statutes of Massachusetts when the bill providing for the establishment of a normal school was enacted.

From Massachusetts the normal school idea spread to other states. New York established a Normal School at Albany in 1844, Pennsylvania at Philadelphia in 1848, Connecticut at New Britain in 1849, Michigan at Ypsilanti in 1850, Illinois at Bloomington in 1856, Kansas at Emporia in 1865, and California at San Jose in 1865.

The normal school idea and its principles spread throughout the United States to such an extent that by the year 1926 Mead estimated that there were:¹

1. About one hundred and ninety teachers colleges and normal schools.
2. About thirty city normal schools.
3. About sixty-four private normal schools.
4. About four hundred county normal schools.
5. About one hundred seventy colleges and universities.

This makes a grand total of eight hundred and fifty-nine institutions offering supervised student teaching in the United States.

According to the investigations carried on by Mead²

1. Mead, Arthur Raymond, Supervised Student Teaching, p. 16.
 2. Ibid., p. 16.

he stated that the amount of work actually done in the county normal schools was small; as a result this would leave a total of four hundred and fifty-nine institutions doing work from a small amount to the maximum in teacher training.

Early Model Schools

Naturally the reader will be interested in the type of student teaching participation or cadet teaching done in the normal schools or teacher training institutions. Since the theme of this thesis is centered about the reactions of cadet teachers and supervising teachers toward each other and toward the system in which they are working, a brief resume of the early model schools will be given.

The first state normal schools in the United States, namely those established at Barre, Lexington and Bridgewater, Massachusetts, had laboratory facilities for teacher-training preparation.

This laboratory scheme is attested to by the following report by the Carnegie Foundation for the Advancement of Teaching and states as follows:³

Attached to each normal school was an experimental or model school in which the students practiced under the supervision of the principal and the observation and criticism of their fellow students; there the knowledge which they acquire in the science of teaching is practically applied. The art is made to grow out of the science, instead of being empirical.

3. Carnegie Foundation for the Advancement of Teaching, Bulletin 14, p. 29.

Some of the early normal schools encountered considerable difficulty in their efforts to establish model schools or to make use of the public schools of the city. For the most part, however, normal school students were granted the privilege of observing the operations and teaching some of the classes in the city schools.

Newell, in his contribution to the history of the normal schools in the United States, gives a good presentation of the early normal schools practice teaching in his study of the Bridgewater Model School. He states as follows:⁴

For the first six years the model school was kept in a small schoolhouse erected for the purpose by the center school district of the town, and was taught sometimes by the students of the normal school under the supervision of the principal of that school. We are told that the practice teaching in the model school was not very attractive to the normal school students. Those who had taught before coming to the normal school felt that they were not especially benefited by this practice and those who had never taught before did not become sufficiently interested to appreciate the work...and some parents preferred that their children should not be used for experimental purposes. It seems that the period of practice was two weeks. The school was closed in 1850 but by 1891 it was again revived with an enrollment of one hundred twenty pupils.

It seems that in spite of the great improvement in the model schools and the cadet teaching activities of the present-day normal schools and teachers colleges, there still lingers much which met with disapproval at this early period of development in the so-called practice teaching of the

4. Newell, M. A., "Contributions to the History of Normal Schools," Report of the Commissioner of Education for the year 1898-99, Vol. 2, Chapter XLVIII. 2509 pages.

normal school. It is not uncommon for teachers in some of our leading teachers' colleges and normal schools of the present day to express dissatisfaction with cadet teaching, the amount of work required, benefits derived and attitude and methods of the supervisor.

The statutes providing for the establishment of the early normal schools did not make mandatory the creation of a model school; hence many of these schools were compelled to rely upon some form of cooperation with the city schools in the locality in which the normal school was located. Many of the later normal schools had provision for training schools made by the statutes which created them as normal schools.

Remarkable advancement has been made in laboratory schools and cadet teaching even in backward countries. Back of this great growth lies the faith and philosophy that the best way to learn to teach is through participation and any theory to be sound must be one that will work in practice.

CHAPTER IV

TEACHER TRAINING DEVELOPMENT, TEACHERS COLLEGE EMPORIA

Early Developments

In September, 1867, in accordance with the law, a model school was organized and placed in charge of Mrs. J. W. Gorham from the Illinois State Normal University. Two grades were provided, grammar and intermediate. The number of pupils was limited to thirty;...in the spring of 1868 a primary grade was added to the model school.¹

The model school was a characteristic feature during the administration of President Kellogg (the first president of the Kansas State Normal), but due to lack of room he advised its discontinuance. At the close of his administration, the preparatory class of the normal school was used as a training school.

Dr. Hoss, the successor to President Kellogg, for years fought for the re-establishment of the practice school but action was postponed as often as suggested. In May, 1873, the following resolutions were adopted in the regular board meeting:²

1. We deem a model school or practice school

1. Taylor, A. R. and others, A History of The State of Kansas, p. 15.

2. Ibid.

necessary to the efficiency of the Normal and since no funds exist for the support of a model school that:

2. The Department of Elementary Branches be suspended and the appropriation for said department be used for the support of a model or practice school.

3. That students be admitted to the model school from eight years and upwards.

When the new building was opened in 1873 the model school was reorganized, with the city schools of Emporia furnishing one grade for the training school. In June, 1874, provision was made for the establishment of a high school and grammar school department to be called the Model School, with a training school to consist of all grades below the grammar grades. This marks the real beginning of observation and practice in teaching.

Much of what had been established was lost as a result of the fire October 26, 1878, which destroyed all except what constituted the preparatory department. In 1880 Mr. B. T. Davis, Superintendent of the city schools of Emporia, was made principal of the Model School and cadet teachers were permitted to observe and teach in the city schools of Emporia. This plan was not satisfactory, with the result that the Model School was again re-established on the campus and was made to include all grades from the primary through the grammar school. In 1882 a course in kindergarten methods was added to the curriculum and a kindergarten was added to the Model School. In 1885 the term "preparatory," which was often used instead of the term "model school," was discontinued, and the term "model school" was used thenceforward.

The practice school in some form has continued up through the years and has now become widely known as the Laboratory School; it constitutes all grades from the kindergarten through the high school.

Trends of Training

The trend of training in the practice school has been one of change and development in an effort to meet the needs of the state with respect to the demand for trained teachers and the demands of a restless population as it seeks to prepare its children for the tasks which loom ahead. The underlying philosophy of the entire scheme of practice teaching for the cadet teacher is centered about the single statement that those who learn best are those who learn by doing and a school that is good for cadet teachers is also good for pupils.

CHAPTER V

STATUTORY BASIS

It has been a subject of wonder to posterity that the state of Kansas, born during the chaotic conditions culminating in a Civil War and nurtured in its infancy through the trying days of reconstruction, should be endowed with early educational wisdom and foresight to lay the foundation in the second year of her statehood for a state university, a state agriculture college, and a state normal school.

The normal schools, although being the earliest type of teacher training institutions in the state of Kansas, were not an innovation; many other states in the union had successful normal schools in operation for the purpose of furnishing trained teachers for the youth of their commonwealth. As has been previously mentioned, the teachers and prospective teachers of the state of Kansas were receiving no preparation that would particularly fit them for their profession prior to opening of the Kansas State Normal School in 1865.

Laws of Kansas of 1863

The Legislature on March 3, 1863, had approved an act for the establishment of a state normal school to be located

at Emporia as follows:¹

Section 1. That there be and is hereby established and permanently located at the town of Emporia, in Lyon County a state normal school, the exclusive purposes of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education, and in the mechanic arts, and fundamental laws of the United States, and in what regards the rights and duties of citizens; provided that a tract of land, not less than twenty acres adjacent to said town of Emporia, be donated and secured to the state, in fee simple, as a site for said Normal School, within twelve months from the taking effect of this act.

Section 2. That the governor of the state is hereby empowered to appoint three commissioners, which commissioners or a majority of them, shall meet in Emporia, aforesaid, on or before the first day of September 1863, and, having taken an oath to faithfully discharge their duties, shall proceed to select the aforesaid site, and see that a good and sufficient deed be made to the state for the same, which deed shall be duly recorded in the records of the Recorder of Deeds for Lyon County, aforesaid and deposited with the auditor of the state; and on the site thus selected by the commissioners aforesaid, the State Normal School shall be forever located; and said commissioners shall make a full report of their proceedings to the Governor on or before the first day of January 1864.

Section 3. That all lands granted to the State of Kansas and selected by said state, adjoining, or as contiguous as may be to each of the salt springs belonging to said state, and granted by the fourth sub-division of the third section of an act of Congress entitled, "An act for the admission of Kansas into the Union," approved, January 29th, 1861, save and except the salt springs, and section of land upon which each of the said salt springs are located, and one additional section, are hereby set apart and reserved as a perpetual endowment for the support and maintenance of the Normal School established and located by this act.

Section 4. That all moneys derived from the sale, rent or lease of the lands aforesaid, shall

1. Session Laws of Kansas, 1863, Chapter 57, p. 93.

be invested in the stocks of the United States, the State of Kansas, or some other safe and reliable stocks, as the legislature may determine, yielding not less than six per centum per annum upon the par value of said stocks, and that money so invested shall constitute a perpetual fund, the principal of which shall forever remain undiminished, and the interest of which shall be inviolably appropriated by the legislature of the State of Kansas to the support and maintenance of the Normal School established and located by the provisions of this act, and to the further purpose of constructing in keeping in repair a suitable building or buildings for the said Normal School; but to no other purpose or purposes whatever.

Section 5. The legislature may, at any time, alter, amend, or repeal this act, but such alteration, amendment, or repeal shall not cause a removal of said Normal School, nor operate as a diversion or diminution of the endowment fund provided for herein.

Laws of Kansas of 1864

Even after the enactment of the act necessary to the establishment of a State Normal School by the Legislature, there was considerable doubt as to whether or not the necessary appropriations would be made towards the actual operation of said institution. State Superintendent Goodnow, who was one of the sincere and indefatigable workers for the establishment of a normal school, urged in his report to the Governor of the state in December 31, 1863, that the State Normal School be immediately organized and put into operation. In response to popular demand and interest the State Legislature passed the law providing for its organization and government and the necessary appropriations for teachers' salaries; the provisions of this establishing act of 1864 by which the Kansas State Normal School at Emporia

was organized are stated as follows:²

Section 1. That the sum of one thousand dollars is hereby appropriated to The State Normal School to be used under the direction of the board of directors of said school, exclusively for the salaries of the teachers in said school; and the Auditor of the State is hereby required to draw his warrants on the Treasurer of the State, in favor of the treasurer of said board, in such sums as said board may direct, not exceeding in amount the sum herein appropriated; and further that the State Normal School shall be under the direction of a board of directors and shall be governed and supported as hereinafter provided.

Section 5. Said board of directors shall have power to appoint a principal and assistant, to take charge of said school, without expense to the State, and such other teachers and officers as may be required in said school, and fix the salary of each, and prescribe their several duties. They shall also have the power to remove either the principal, assistant or teacher, and to appoint others in their stead. They shall prescribe the various books to be used in said school, and shall make all the by-laws necessary for the good government of the same.

Professor L. B. Kellogg, a graduate of the Illinois State Normal University, was secured as principal or as president of the newly created institution, and the conditions of the times are well portrayed in the report which President Kellogg made five years later with respect to the early beginnings of the Kansas State Normal School at Emporia. President Kellogg said:³

On the 15th day of February, 1865, eighteen students, fifteen more than were greeted by Father Pearce in Lexington when the first Normal School of Massachusetts was opened and one less than President Hovey had at the beginning of the Illinois

2. Session Laws of Kansas, 1864, Chapter 99, p. 182.

3. Kellogg, L. B., A History of the State Normal School of Kansas, p. 15.

Normal University, were gathered in a room belonging to the district school of Emporia. With them was one teacher, the eighteen students had settees borrowed from a neighboring church; the teacher's seat was a chair borrowed from the county treasurer's office. There were two stoves in the room, no teacher's desk or other furniture, no textbooks, maps, or other appliances. The parable of the sower was read, the Lord's Prayer repeated and so the Normal School of Kansas was opened.

Further legislative enactments with respect to the organization and establishment of the Normal School are quoted as follows:⁴

Section 6. Said board shall also establish an experimental school in connection with Normal School, in which the pupils shall have opportunity to practice the modes of instruction and discipline inculcated in the State Normal School; and said board shall make all the regulations necessary to govern and support the same, and may in their discretion, admit pupils free of charge for tuition and without expense to the State.....

Section 8. The board of directors shall ordain such rules and regulations for the admission of pupils to said Normal School as they shall deem necessary and proper. Every applicant for admission shall undergo an examination in such manner as shall be prescribed by the board, and if it shall be that the applicant is not a person of good moral character, such applicant shall be rejected. The board of directors may, in their discretion, require any applicant for admission to said school other than such as shall be by law entitled to admission free, and who shall prior to such admission, sign and file with said board a declaration of intention to follow the business of teaching common schools in this state, to pay or secure to be paid such fees for tuition as the board may deem to be reasonable.

Section 9. That each representative district in this State shall be entitled to send one pupil each term of twenty-two weeks of said school, said pupil to be recommended by the representative of the district to the board of directors; the person

4. Session Laws of Kansas, 1864, op. cit.

thus recommended shall be admitted free of tuition: Provided, the applicant shall be of good moral character, and shall sustain a satisfactory examination, and sign a declaration of intention to follow the business of teaching the common schools in this State: And Provided Further, that pupils may be admitted without signing such declaration of intention on such terms as the board of directors may prescribe; and said board of directors are hereby authorized to make such order as they may deem proper for the separation of the education of white and colored pupils in said institution, securing to them equal educational advantages.

Section 10. After said Normal School shall have commenced its first term, and at least once in each year thereafter, it shall be visited by three suitable persons, not members of said board, to be appointed by the Superintendent of Public Instruction, who shall examine thoroughly into the affairs of said school and report to the Superintendent their views with regard to its condition, success, usefulness, and any other matters they may judge expedient, such visitors shall be appointed annually.

Section 11. It shall be the duty of the Superintendent of Public Instruction, once at least in one year, to visit said Normal School, and he shall annually make to the Legislature a full and detailed report of the doings of the board of directors, and of all their expenditures and the moneys received for tuition, and the prospects, progress, and usefulness of said school, including as much of the reports of said visitors as he may deem advisable.

Section 12. Lectures on Chemistry and comparative anatomy, physiology, astronomy, and on any other science, or any branch of literature that the board of directors may direct, may be delivered to those attending the said Normal School, in such manner and on such terms and conditions as the said board may prescribe.

Section 13. As soon as any person has attended said institution twenty-two weeks, said person may be examined in the studies required by the board in such manner as may be prescribed, and if it shall appear, that said person possesses the learning and other qualifications necessary to teach a good common school, said person shall receive a certificate to that effect from the Principal to be approved by the State Superintendent of Public Instruction; as soon as any person shall have

completed the full course of instruction in the State Normal School, he or she shall receive a Diploma, which when signed by the President of the Instruction, State Superintendent of Public Instruction, and the board of directors of said school, shall be evidence that the person to whom the diploma is granted, is a graduate of the State Normal School, and entitled to all the honors and privileges belonging to such graduate, and such diploma shall serve as a legal certificate of qualification to teach in the common schools of this state.

It can be seen from the legislative enactments herein presented how the foundation was laid for teacher training in the State of Kansas. In briefly reviewing the above-mentioned statutes the reader finds provision for the establishment of an experimental school in order to harmonize theory with practice. Supervision of the newly created Normal School was delegated to a board of directors consisting of nine members as follows: the Secretary of State, the State Treasurer, the State Superintendent of Public Instruction, and six members appointed by the Governor of Kansas. The direct management of the school was placed under a principal or president, as he later became known. He was appointed by the above-mentioned board of directors who designated or specified his duties and made all rules and regulations pertaining to the management of the school. In addition to the standards for admission as specified by law, the board of directors made whatever other regulations they deemed necessary for students desiring admission to the Normal School. The board of directors specified the textbooks to be used. Representatives to the State Legislature recommended certain students from each district in the State,

who were admitted without payment of tuition, while all others paid the amount of tuition designated by the directors. Upon the completion of the course of twenty-two weeks, a certificate was given by the principal. The completion of the full course of study made the student eligible to receive a diploma or certificate under which he was entitled to teach in the schools of Kansas. Annual reports were made to the State Superintendent of Public Instruction concerning the accomplishments of the school and its prospects for development in the teacher-training field.

First Course of Study

After all the necessary requirements of the statutes had been met, the Kansas State Normal School was opened on February 15, 1865, with Mr. Lyman B. Kellogg as Principal or President. The enrollment for the first term consisted of eighteen pupils under the tutelage of one teacher. To those interested in the development of the teacher training institution in this state, the development from this humble beginning to the present-day system is nothing short of marvelous. The first course of study was patterned closely after that of the Normal University of Illinois, the institution from which Mr. Kellogg came. The following quotations are from his first report to the Board of Directors:

5. "Report of the Principal of the Kansas State Normal School to the Board of Directors," 1865, pp. 7-9

Language Division

Reading. -First Term- Analysis of words according to their elementary sounds; phonics, articulation and pronunciation. Compass and flexibility of voice. Analysis of words according to their derivation and formation. Second Term-- Modulation. Prosody. Particular attention paid to etymologies of English Words. Commence study of authors.

Grammar. -Etymology during the first half of the term. Office of each part of speech in the construction of sentences. Critical parsing. Analysis and parsing of sentences of various kinds. Tabular analysis of sentences. Second Term--Analysis and construction of sentences continued. Rules of syntax and their application. Capitalization. Consideration of abridged propositions and idiomatic forms and constructions. Daily exercise in the correction of false syntax.

Rhetoric. -Formation of the English language. Literary taste. Figurative language. Style and its varieties. Punctuation. Composition. Analysis and amplification of subjects.

Literary Criticism. -Examine the style of the best English authors of different periods. Critical study of Shakespeare. -Study particularly the style of Milton, Addison, Goldsmith, Irving, etc. Compositions during the term.

History of English Literature. -Rise and development in England and America, of poetry, history, romance, the essay, oratory, and metaphysics. Principal authors in each department. Newspapers, reviews and magazines. English literature compared with that of other nations. Orations and essays written and delivered or read in the presence of other students.

Division of Mathematics.

Arithmetic. -First Term -The decimal system; including decimal fractions, so called. Factoring and its application to common multiples and divisors. Fractions. Compound Numbers. Second Term -Analysis. Ratio and proportion. Percentage with its application to loss and gain, commission, insurance, etc. Percentage with time, including interest, discount, exchange (in land and foreign), partnership and equation of payments. Extraction of second and

third roots of numbers. Duodecimals. Alligation. The remaining studies of this department are Algebra, Geometry, Trigonometry, Physics and Astronomy.

Division of Geography and History

Geography. -First Term -General principles of Geography. Execution of maps and outline of South America. Description of Andes Mountains and countries containing them. Remaining countries of South America. Map and outline of Great Britain. Astronomical Geography. Second Term-Outline and map of North America. Russian and British American. States and Territories of the United States, Mexico, Central America, etc. Third Term -Outline of Europe and Asia. Physical Geography.

United States History. -Voyages, discoveries and Indian Tribes. Colonial History. French War and Revolution. Subsequent history, with a special study of Kansas and the late rebellion.

Ancient History. -Early Asiatic Nations. Grecian and Roman History. Outstanding events of the Middle Ages. Britons.

Division of Natural Science

The studies of this division include anatomy, Botany, Chemistry, Geology, Physiology and Zoology.

Professional Division

Theory and Art of Teaching. -Six terms are occupied in this department with the study of the science, methods and history of education. The course, of necessity, takes a somewhat wide range so that only a part of the topics can here be enumerated: (1) The organization and classification of schools. Program of daily exercises. The recitation. School government. Motives. The incentives which a teacher may allow to act upon himself or his pupils. The conscience--how it should be educated. (2) The order, in time, of the development of the Mental Faculties, and the exercises best adapted to encourage their growth. The special purpose of each faculty, and the means to train it. Laws of bodily health; ventilation, posture gymnastics. Formation of the Courses of Study. Mental Philosophy precedes and is made the basis of instruction in this part of the course. (3) History of Systems and Methods of Education, Biographies

of eminent Teachers, (4) Primary Instruction, Object Teaching, Grading of Schools, Drill Exercises in Teaching, Observation and practice in the Model School, (5) The Constitution of the United States and the State of Kansas, Duties of Teachers as citizens, (6) The School Laws of Kansas, School Supervision and School Management, Schoolhouse Architecture, Practice in the Model School, General teaching exercises in the Normal School.

A special feature of the course is the attention paid to singing and penmanship. Proficiency in these adds much to the success of the teachers' labors. Everyone can acquire the principles upon which the science of music is based; and most can become good singers. The first is insisted upon and opportunity is given for all to acquire the art of singing. The drill in this department partakes of the same thoroughness as that in arithmetic and grammar.

The instruction in penmanship is based upon the Pestalozzian idea of reducing each subject to its elements, which are first to be presented and familiarized, before passing to the more complicated forms. Students are not only required to practice in their books, but on the blackboard, with and without copies, subject to the criticism of the class.

The results attained in singing and writing are commensurate with the pains taken, and fully demonstrate the utility of the plans adopted.

Growth and Foundation of State Normal at Emporia

It is apparently a common fault of most people to accept for granted many of the good things and many of the advantages which are among the benefits of the age in which they live; on the other hand few if any realize the labor involved and comparative slowness of development of the beneficent institutions which they have so readily accepted. This is especially true in regard to the educational institutions. From its humble beginning as evidenced in the above-mentioned course of study, the State Normal School at Emporia has slowly but gradually changed and expanded until it has reached a point where

its present curriculum offers a wide variety of subjects particularly adequate for and essential to the training and preparation of the individual who intends to become a member of the teaching profession. In 1880 a significant step was taken when a regular department of physical education was established, providing for regular instruction in gymnastics and calisthenics. Previous to this time physical education had been taught merely as a subject in the curriculum with a view towards maintaining the health of the students in the school, while little or no emphasis was placed upon the teaching viewpoint. Moreover, by 1888 those who desired to specialize in drawing, music, reading, science and language were able to do so. This date, 1888, really may be taken as a starting point in specialization, for from this time onward to the present day there has been an ever-increasing demand from the schools of the state for teachers who are specialists in a particular line of activity. A request was also made at this time for the establishment of a department of industrial arts. In 1890 the first regulations for advanced standing were made which permitted graduates of the arts courses in other schools to be admitted to the senior year of the State Normal School to take such subjects as specified by the faculty. Graduates of high schools and academies were admitted to the second year of the Normal School course. It was necessary however for each student admitted to advanced standing to review the common branches before entering upon his work as an advanced student. In 1890 the supplies and

equipment necessary for the establishment of the Industrial Arts Department were received and the work of that department actually started. In 1898 a regularly employed manual arts teacher was secured and the department was fully organized. In 1890 one of the most popular and worth while features of the Normal School, the summer session, was instituted. The summer session enabled teachers to improve their professional standing and secure the training they desired while still actively engaged in their regular school work.

In 1898 the degree Bachelor of Pedagogy was issued to the graduates of the Normal School. This was the beginning of the present-day degree which is awarded upon the completion of the regular four-year course. In 1902 the diploma requirements demanded four years of attendance in the Normal School. In 1908 the degree Bachelor of Arts was issued. At the same time the two-year life diploma course and the two-year kindergarten course were established.

Library work was first introduced in 1902 and commercial work in 1906. In 1913 the degree Bachelor of Science in Education became the degree conferred upon the completion of a four-year course, while the life certificate was conferred upon the completion of a two-year course and the three-year state certificate for the one year of work. In 1923 the name Kansas State Normal School was changed to Kansas State Teachers College of Emporia. In 1929 the legislature granted the Kansas State Teachers College of Emporia the power to issue the degrees Master of Science and Bachelor of Arts.

Other Normal Schools of Kansas

In order to meet the needs of the people and to serve more specifically the various sections of the state, it became necessary to establish two other divisions of the Normal School of Emporia. The western branch now known as the Fort Hays State College was established in 1901, while the Auxiliary Manual Training School at Pittsburg was established in 1903. In addition to the state normal schools there have been at different times a number of so-called private Normal Schools, among them the Kansas Normal College at Fort Scott, the Campbell Normal University at Holton, the Salina Normal University at Salina, the Central Normal College at Great Bend, and others. Much credit is due these private institutions for their work at a time when the state was sadly in need of more trained teachers.

CHAPTER VI

PRESENT STATUS AND SET-UP OF TEACHER TRAINING AT THE TEACHERS COLLEGE, EMPORIA, KANSAS

It has been a long journey from the original model school of the days of President Kellogg to the campus Laboratory Schools of 1933. At the present time a course in supervised student-teaching participation is taken by those students who wish to meet the requirements for a three-year state certificate, a life certificate, or a life diploma. The Laboratory Schools of the Kansas State Teachers College of Emporia include all grades from the kindergarten through the senior high school.

Administrative Organization

The new laboratory school building is used by the kindergarten and the first six grades of the elementary school, while the old building which formerly housed the kindergarten and the elementary school is now used by the junior-senior high school.

In order to facilitate its administrative functions, the laboratory school is divided into three divisions: the kindergarten-primary, the intermediate, and the junior-senior high school. Departmentalization is applied only in the two upper divisions.

It is fortunate that all student-teaching participation can be done in the laboratory schools of the campus. This method offers a more satisfactory and convenient situation than a system which would necessitate agreement with the city of Emporia for student-teaching participation in the city schools.

Under the present carefully planned system of supervision and execution of student-teaching participation, beginning with the first division known as the kindergarten-primary division, the supervising teacher of the kindergarten teaches Kindergarten Plays and Games and Play Materials as a regular college course. In addition she conducts regular and special conferences with all the student teachers connected with this division. All college courses dealing with primary methods and kindergarten-primary education of a more general nature are taught by the professor of Primary Education, who was formerly principal of the kindergarten-primary division.

In the two upper divisions constituting the intermediate and the junior-senior high school, the supervising teachers not only conduct general and individual supervisory conferences with the student teachers but in addition teach a two hour theory course which parallels the student teaching course. This enables student teachers to have both theory and practice under the same supervising teacher.

In the intermediate grades the student teachers must take their theory course with at least two supervising teachers under whom the greatest amount of teaching participation

has taken place. The student teachers in high school teach in only one of their major subjects and have one supervising teacher, who conducts both the theory and supervisory functions. A general conference is held once a week for each of the three divisions, at which all student teachers of that particular division are required to be present. These general conferences are in charge of the principal of that particular division.

Status and Education of the Supervising Teachers

It is interesting to note the present status of the supervising teachers of the laboratory school. The supervising teachers of all three administrative divisions are considered regular members of the Kansas State Teachers College faculty. The minimum requirement for them is a Master's Degree with previous outstanding teaching experience and ample professional training. This professional training and experience varies somewhat between the first division and that of the second and third division with respect to its relationship to the work of the division in which the supervising teacher is employed. In the kindergarten-primary division the professional training and experience of the supervisor must relate closely to the work of that division. In the two upper divisions the Master's Degree may be taken either in education or in that particular field in which the supervisor teaches and supervises; however the undergraduate major must constitute at least twenty-five

hours in the subject which they teach and supervise.

The rank of instructor is given to a new supervising teacher; after the first year, if he proves to be successful, the rank of professor or associate professor may be given. Some of the supervising teachers, especially in the high-school division, have already completed considerable work toward a Doctor's Degree.

Under the present system of student-teaching participation an effort is made to avoid the conflict of dualism which presents the proponents of extreme activities on one hand and excessive emphasis on subject matter on the other. As a result of this middle ground attitude, activities are held to be of initial importance which with proper development eventually pass into the stage of subject matter. Under assimilation this results in purposeful activity.

It is held by those in charge of the laboratory school that the best school for the pupils will also be the best school in which to learn to teach.¹ In other words, the primary purpose of the school is to set up the best learning conditions and procedures possible in order that the child may benefit. In carrying out this purpose the student teacher, rather than working injury upon a good school, will learn to teach best in the type of school in which the pupils learn best.

Student teachers sometimes remark that there is insufficient opportunity for experimentation during their period

1. Lull, H. G., and Others, UNPUBLISHED REPORT ON TEACHER TRAINING, p. 3.

of teaching participation. It must be remembered that experiments in which human beings are the material utilized for experimentation must be conducted with care and concern for the welfare of the subjects. The new elementary school building has two well equipped clinic rooms which are especially used by the psychology department in courses in clinical psychology. Clinics are also held by the speech department in their endeavor to effect remedial measures concerning speech defects and by supervising teachers of physical training and hygiene.

The subjects for these clinics are usually pupils of the laboratory school; however from time to time outside individuals are used as the occasion presents itself. Results of the investigations and experiments are passed on to other teachers concerned in the particular field in which experimentation took place.

There is no doubt that the most basic factor requisite to effective supervision in that of mutual understanding between the supervisor and the cadet teacher. Every possible effort is made toward cooperation and a general democratic attitude. Frequent conferences of supervising teachers are held and each supervising teacher is given a great deal of freedom to carry out the work in the most profitable manner. This attitude encourages a high degree of efficiency and responsibility, not only on the part of the supervising teacher, but also on the part of the student, and even the pupils themselves.

* The terms student teacher and cadet teacher are used synonymously.

Of course it is to be expected that there must be a mutual understanding and cooperation between the various college departments and the laboratory school. At one time it was the policy of the college departments to dictate to the laboratory school but that no longer is the case. Under the present system many valuable suggestions are made and there is an effort toward mutual help but whenever the college department and the laboratory school are unable to agree on any matter, the college department no longer dictates, but the matter is dropped. The supervising teachers are no longer under a dual system of control with the heads of college departments on one hand and director of teacher training on the other. Supervising teachers are now subject only to the control and authority of the director of teacher training. The principals of the three divisions of the laboratory school are not considered as supervisors of supervisors but as managing principals only.

The Kindergarten-Primary Division

The objectives for those taking student teaching in the laboratory are both specific and general. In the Kindergarten-Primary Division the following list cites the general and specific objectives and also the method of handling the student teacher in this particular division.²

General Objectives

1. Ability to recognize and follow the needs and

2. Ibid.

interests of children of the primary age.

2. Understanding of the social adaptations to be expected of the primary age, and the guidance best adapted to develop a harmonious individual.
3. Appreciation of the stages of physical growth of the young child and an understanding of the habits and conduct conducive to the health of the child.
4. Ability to adapt subject matter to the interests and needs of the primary child.
5. Ability to present this subject matter in a way that is vital to the child.
6. An intelligent understanding of an activity program and the purpose it serves in modern education.
7. Appreciation of the ethics of the teaching profession.
8. Familiarity with the classroom routine necessary to promote effective working together.
9. Acquaintance with the materials helpful to the primary teacher.

Specific Objectives

1. Opportunity to study children and note their reactions in many learning situations and to develop standards of what constitutes good teaching.
2. Acquaintance with subject matter on various grade levels and integration of the teaching material within each grade. Intensive practice in the grade level in which the student is planning to teach.
3. Practice in selecting and organizing desirable activities and in testing out the usability of such activities.
4. Practice in checking on the growth of pupils in knowledge, attitudes and habits resulting from the activity.
5. Practice in identification of specific phases of the teaching activity.
6. Criteria for and practice in observing, teaching, and evaluating different types of learning.

7. Practice in determining the amount of drill necessary to obtain desirable subject matter goals.
8. Practice in knowing how and when to follow children's leads in order to make the learning more vital.
9. Practice in seeing children as individuals.
10. Practice in teaching children and not subject matter.
11. Practice in developing the technique of questioning.
12. Practice in planning and directing excursions.
13. Practice in making case study records of certain pupils observed daily.
14. Practice in planning and administering remedial work based on the results of tests.
15. Practice in making informal tests to discover the growth and progress of individuals.
16. Practice in ranking children according to ability in the knowledges, skills, habits and attitudes.
17. Practice in scoring children's papers.
18. Practice in the preparation and utilization of graphs.
19. Practice in giving and scoring standard tests and interpreting the results obtained.
20. Practice in recognition of a lack of social control and adjustment in the child and a diagnosis of the causes of such lack.
21. Practice in giving the proper guidance to the unadjusted child in order to develop an integrated personality.
22. Establishment of desirable ideals for a teacher as regards personality, physical and intellectual qualities.
23. Familiarity with the contributions of educators in the primary field.
24. Acquaintance with the terms and phraseology

used in educational writings and discussions.

25. Familiarity with and use of a good teacher self rating chart.
26. Practice in making and filing bibliographies that will be useful in later teaching.
27. Familiarity with the good ways of keeping illustrative materials.
28. Practice in acquiring the detailed classroom mechanics concerned with lighting, heat, ventilation, seating of children, passing of the pupils and economic distributing of materials.
29. Acquaintance with the best modern equipment for schoolroom and practice in arranging it.
30. Practice in becoming more conscious of the opportunities for developing initiative, self reliance and responsibility in children.
31. Practice in avoiding making competition, rather than the good of the group, the motivating force in learning.
32. Practice in analyzing and evaluating her own teaching procedure and thereby perfecting her teaching skill.

Before any teaching is permitted by the student teacher a period of observation is required. This gives ample opportunity to determine the weaknesses of the student teacher, thereby presenting an opportunity for the supervising teacher to make whatever remedial measures are necessary. The length of time a student must spend in observing and making analysis of children's reactions and of the work of other student teachers depends largely upon the ability of the individual. In this observation period the student teachers are seated at the rear of the room but may be called into closer contact with the pupils when the opportunity to render assistance presents itself. It is the general practice of the supervising

teacher to make notes of her observations of the student teacher after the class is over rather than during the period while the teacher is teaching. This is done in order that the student teacher may receive the proper criticism and assistance and perhaps also that the children may be safeguarded from rash mistakes on the part of the student teacher. It is the policy of the supervisor to remain in the classroom during the time that the student teaching is being done. Those not actively engaged in teaching are concerned in making observations, in analyzing the work being done, and in attending to the mechanics of the classroom.

After the actual classroom teaching has been done by the student, a conference is held with the supervisor for the purpose of discussing the strong and weak points as noted by the supervisor. Questions raised by the student teacher are discussed and plans are made for the succeeding lessons. During the time before the student teacher enters upon actual teaching participation, conferences are held at least once a week either individually or in groups. This is done in order to prepare the student teacher for the actual teaching. This preliminary preparation acquaints the student with the proper ideals, desirable results of teaching, evaluation of teaching activity, desirable subject matter and the actual planning and presentation of lessons. All student teachers must also take part in a general theory conference which is held weekly and in which all subject matter goals and activities of the entire department are discussed.

The general policies of teacher training are governed by

the director of teacher training; however each of the three divisions of the laboratory school is given much freedom in working out the plans for student teaching and its successful development. The work of the supervising staff is evaluated and checked upon by the director of teacher training through conferences and faculty meetings.

Naturally every student teacher is anxious to receive an evaluation of his teaching. In order to make such an evaluation the supervising teacher must take into account the personal characteristics and appearance of the individual, the learning of the pupils while under his control, his professional attitude, his ability to plan and present a lesson, ability to organize, and various other factors pertinent to the situation. This evaluation is made in a conference of all the supervising teachers and the individual rating blank of each student is checked by his supervisor and filed as a permanent record of that student's teaching activity in the laboratory school.

There is a constant effort on the part of the supervising staff through conferences, discussions and meetings, to compare their teaching activity with general educational trends. Frequently criticism is made by the student teachers concerning some point in their student teaching participation. There is always sufficient opportunity for them to make their needs and grievances known in order that there may be that mutual understanding between the supervisor and student.

In line with the system of teaching, testing and re-teaching as followed in the social studies of the present,

the general philosophy or principles of student teaching may include these same factors of teaching, testing and reteaching. The student teacher is taught by the supervisor during the period of observation and preparation. Subsequently, when the student teacher arrives at the testing period in which he actually teaches the class he discovers what teaching really is. The period of active teaching is followed by the re-teach period, better known as the conference following the teaching. Here the supervisor discusses with the individual the strong points, the weaknesses, and the difficulties which came up in the lesson. Along with the regular teaching, lesson plans are required; the extent of these plans are dependent upon the individual and the subject taught.

The Intermediate Division

The objectives of the intermediate division of the laboratory school are divided into general and specific objectives. From the standpoint of the student teacher the general objectives are:³

1. To become familiar with good procedure in the matter of observation.
2. To study and know the children of the class.
3. To appreciate the characteristics of the teacher which have a bearing upon his relation to the pupils and to form ideals relative to teachers' manner, voice, poise, personality, and knowledge, of subject matter.
4. To obtain a proper concept of the purpose of

3. Ibid.

routine, and to become acquainted with effective means of establishing a desirable routine.

5. To know and to take charge of the proper physical conditions of the classroom.

6. To become acquainted with such activities as affect the school in general, and to form ideals of cooperation and right attitudes toward the work, the children and the supervisor.

7. To appreciate individual differences in the pupils with respect to physical, mental, social, and temperamental characteristics.

8. To observe for degrees of brightness and dullness in the various members of the class.

9. To become acquainted with the instructional equipment to which the student is later to have access in teaching, and to obtain an understanding of the equipment necessary in the classroom or laboratory.

10. To understand and administer the procedure of supervised study.

11. To develop the ability to distinguish between method, device and technique and to classify each.

12. To determine the type of lesson which is being observed and to evaluate it with respect to the goals for which the teacher is striving.

13. To study and observe the teaching of the drill exercise with a view of discovering good drill procedure.

14. To observe the developmental method with a view to understanding better its use in the teaching process.

15. To develop an appreciative understanding of the nature and purpose of the lesson plan.

16. The ability to make satisfactory lesson plans.

17. Ability to combine the various elements so as to pretest, teach, test, guide learner or adjust situation, teach and test again to point of actual learning.

18. To choose appropriate psychological aims.

19. To become efficient in the presentation of

- those parts of a lesson which lead to appreciation.
20. To become efficient in teaching pupils how to think.
 21. To appreciate the question as a mental device and to become more efficient in the art of questioning.
 22. To become efficient in developing initiative and responsibility.
 23. To become able to measure the progress of pupils by means of standardized tests.
 24. To understand the problems of examining and grading and to develop criteria for preparing effective examinations and for grading of the same intelligently.
 25. To be able to socialize the class period.
 26. To gain skill in making assignments.
 27. To learn how to direct out of classroom activities such as trips and excursions.
 28. To gain a knowledge of subject matter in the field taught as well as in related fields.
 29. To realize that only through self activity do children learn.
 30. To use subject matter as means not as an end of learning.
 31. To integrate the learning activity both in themselves and in their pupils.
 32. To plan and give remedial work to pupils.
 33. To know the basic theories of philosophies of education and to realize which or what combination is the center of the school in which the student teacher is working.
 34. In the theory class, to grasp not only the subject matter and best methods in that field, but a workable philosophy of education and the principles by which it may be put into operation.
 35. To be able toward the close of the semester to rate ones self with the self-rating sheet and to profit by said rating and analysis.

36. To finish the work of the semester with some clear ideas as to the ethics of the profession.

37. To remain happy in spite of directors of education, supervisors, conference, theory classes, tests, lesson plans, observations, children, and all else that goes in the making of the laboratory school.

The above-mentioned list practically concludes the list of general objectives. Since departmentalization is carried out in the intermediate division the specific objectives are worked out according to the individual courses. This means that there are certain specific objectives for geography, for history and for the other courses of this division. There are too many to catalogue all of them here.

In dealing with the description of supervised teaching in the intermediate division, one must note the chief aims of education which are centered around the seven aspects of life, namely:⁴ health, worthy home membership, character, citizenship, vocation, proper use of leisure time and command of the fundamental processes. Language efficiency, one of the leading objectives, comes under the fundamental processes. Naturally the chief aim of education is to train for citizenship or social efficiency. For the average individual or the better than average, this means pulling his own load and a bit more in order to make up for the below average individual who is unable to pull his full share of the load in society. History, science, music, art, literature and geography are part of the curriculum which enable the

4. "Cardinal Principles of Secondary Education," Bulletin 35, 1918.

individual to come into contact with his social heritage and desirable race experiences in order that he may approach the complete living in a democracy. As has previously been stated, the student teacher learns best how to teach under those conditions in which the child seems to learn best; hence it is a primary function of the supervisors to establish the most favorable conditions of learning possible.

In the intermediate division of the laboratory school, all student teachers are required to do a five or six-weeks period of observation and learning how to observe before they do any actual teaching. The time is spent not only in observation of the lesson itself and its presentation but also in becoming familiar with the names of the pupils, making of lesson plans, preparing materials, working with slow individuals, mechanics of the classroom and in fact every activity except actually teaching the class. According to regulations the supervising teachers are required to do fifty per cent of the actual teaching, while the other fifty per cent of the time is apportioned as the supervisor thinks proper to the students of that class for their student teaching participation. As has been mentioned before since much of the time is spent in observation it seems that there are techniques of observation which the average student teacher lacks; hence proper observation and analysis of what is observed is one of the important features of student teaching.

Before the actual teaching takes place, the regular procedure consists of individual conferences with the supervising

teacher in which the subject matter, plan of approach, presentation of the lesson is taken into consideration. Until an acceptable lesson plan is composed, comment on the individual children of the class is made by the students, some subject matter is taken up, and there is a general discussion of the progress and needs of the class. There is no college credit given for these conferences, but the practice teaching carries a four-hour credit and the theory course a two-hour credit. Theory takes into consideration not only what are considered to be the best methods of teaching but also a thorough over-view of the subject matter field itself.

The actual teaching participation of the student teachers is observed and constructively criticized by the supervising teacher who must as a rule be in the room while the actual teaching participation is taking place. The supervisors are always ready to render aid in helping the student teacher toward the solution of problems, help to maintain order and attention, diagnose weaknesses, establish remedial measures, and provide the proper working conditions. Their task is twofold and not an easy one, for they are not only responsible for the welfare and successful development of the pupils in their classes but are also largely responsible for the development and progress that the student teacher makes during his time of student teaching participation.

The outcomes sought are of a psychological nature.⁵ The first set of outcomes are these bodies of well learned infor-

5. Lull, H. G. and others, op. cit., pp. 13, 14, 15.

mation necessary to the development of the skills in teaching. The informational outcomes are gained through the student teachers' writing of an over-view of the subject matter of the course in which they are teaching, the making of a course of study over some material, the developing and preparing of careful lesson plans, the making, giving, and scoring of tests, the theoretical and practical work gained in their theory course, and in personal and group conferences. The second set of outcomes are habits of skills useful in teaching. In this set of outcomes the observational work plays an important part. In developing these habits and skills on the part of the student teachers, participation consists of grading, scoring, and giving of tests, assisting with study, passing of books, assisting with disciplinary problems, handling equipment, and proper attention to the maintenance of the mechanics of the classroom. The habits of technique and skills are further improved by the actual teaching of two units of work; moreover the conferences, lesson plans, and solution of problems help toward the development of the desired skills. The third set of outcomes are those which have to do with the development of reflective thinking on the part of the student teacher. Much valuable training in this particular phase comes through the inductive teaching of plans carefully thought out and corrected before actual participation takes place. This compels the student teacher to discover his problems, realize their value in the scheme of education and then develop his problem inductively to its final inferences or conclusions. The fourth outcome concerns the personality and

character of the student teacher and constitutes proper ideals, attitudes, personal appearance, professional interest, tastes, interests, appreciation of teaching and its technique, neatness, and all in all, those factors which identify the first class teacher.

Junior-Senior High School Division

In the third division of the laboratory school which constitutes the Roosevelt Junior-Senior High School, those connected with the teacher training recognize the fact that education of the present day consists of more than simply the knowledge and mastery of the academic subjects. It must constitute the formation of the proper ideals and attitudes concerning individual responsibility and social efficiency necessary in the continuance and development of American Democracy, consequently from the standpoint of the supervising teacher, the chief difficulty presented is the problem of so handling and training the student teachers that they in turn may be able to pass to their pupils the doctrines of the new school and the building of attitudes of responsibility requisite to social efficiency. It can readily be seen that this calls for more than a mastery of the subject matter on the part of student teacher; it required in addition the discovery of the best methods of teaching with respect to the individual students. It calls for organization of activities in their respective units, and the adoption of an experimental attitude which in the present day of a rapidly changing civilization is an absolute necessity to the individual who

desires to grow with the times. It also demands the development and use of the skills necessary in the particular activity in which the student is engaged. This responsibility is no small part for the supervising teacher to assume in the effort to train the kind of teacher essential to the successful development of children along desirable lines of activity.

In order to train teachers for the real activity of teaching which is to come later, some sort of practice is necessary. All the observations, lesson plans, development and organization of units will never be able to take the place of the actual teaching participation; in a measure, the student teachers are learners just the same as the pupils in the class. Whether they be young or old, great or small, they will learn best by actually doing. Occasionally a student teacher complains that he fails to see any value from student teaching participation. To those to whom the actual values are not evident this reply is made, that the acquisition of what might be termed the fell of the classroom can come only through actual teaching participation. This is taken to include every possible activity of the classroom from the mechanics of the classroom to the actual teaching participation. The development of the student teacher during his so-called apprenticeship is a progressive one. It begins with observations and technique of observations. This is followed by mechanics of the classroom, organization of units of work, general familiarization with students of the class and their management, lesson planning and finally actual teaching participation. This is done one or more complete units of work,

dependent upon the length of the units and also the number of student teacher participants in any given class. The period of student teaching may be termed as the time when the prospective teacher finds himself and orients himself in the world of the pupils, teachers, and the community.

The philosophy of supervision with respect to the student teachers may from the general standpoint be taken to include:

1. Development in the students of a desirable philosophy or philosophies of education.
2. Understanding of principles involved in the administration of various school situations.
3. To secure a knowledge and understanding of the adolescent child.
4. To secure an adequate basis or grounding in the phases of learning dealing with their particular subjects.
5. To attain a maximum degree of efficiency.

The specific objectives are divided into the professional, the cultural, and the techniques and procedure. They may be listed in the following manner:

A. Cultural:

1. Guided reading as an aid toward increasing life experiences of the students.
2. To create in the student a desire for experiences in the allied cultural fields.
3. Integration of knowledge and life of the student in order to develop an interesting personality.

4. To develop in students the attitude of a helpful assistant to pupils rather than that of a stern unrelenting taskmaster.

5. To teach students to cultivate and maintain at all times such attitudes, conduct, dignity, and the like, fitting to the high type of leadership expected of a teacher.

6. In order to keep in touch with a rapidly changing civilization, to aid students to keep in touch with the times and to familiarize themselves with current problems.

B. Professional:

1. The so-called professional objectives include help rendered by the supervisor to the student teacher. This enables the novice to make specific and concrete application of the philosophy of individual self expression, to understand social education, and to better understand the individual child and the principles underlying learning and teaching. To this list may also be added the need of helping student teachers to develop the proper ethical behavior, cooperative desires, accumulation of educational ideals, and interest in educational problems. Furthermore, students learn to look upon teaching as a life activity and to develop the initiative and ability to see the factors and problems involved in teaching.

C. Techniques and Procedures:

1. Under the development of the proper techniques and procedures in the student teacher, the supervisor must

render aid to the student with respect to knowledge and application of study factors, selection and organization of materials, remedial work, knowledge and application in methods of procedure in the unit and project, use of tests and scales, discipline, and administration of special type lessons.

As has been previously stated, the development of the student teacher during his period of apprenticeship is a progressive development ranging from preparation to teach to actual teaching, and followed by post teaching or re-teaching, in which he endeavors to correct his errors and overcome his weaknesses.

Much of the same procedure followed in preparation of student teachers for teaching in the two lower administrative divisions is followed in preparation for teaching in the upper or junior-senior high-school level.

Briefly speaking, the procedure followed is:

1. Training in observation with respect to classroom activity, students, pupils, and work of the supervisor.
2. Plan for remedial work corrective measures and reteaching.
3. Training in how to keep records of progress in units of work, making of tests, scoring and interpretation of tests.
4. Training to plan with continuity for teaching activity.

5. Development of ability to analyze subject matter weaknesses.
6. Guidance in the observation of children and to make wise use of such suggestions as children may offer.
7. Knowledge and participation in what is termed pre-teaching activity, such as recording of attendance, distribution of materials, observations, general routine, aid or assistance in supervised study, testing, grading of papers, etc.
8. Training for conferences in which student may suggest number needed, according to the particular phase of teaching participation in which he is engaged.
9. Guidance and training in the knowledge and use of reference material from the professional and cultural viewpoint.

After the initial or preliminary period of preparation, the teaching participation period follows. The extent to which which any student may actively engage in this participation is dependent on several factors, such as number of student teachers in any given class, and the ability to handle the situation. The student's experiences are summarized in the handling of both large and small groups of pupils. Remedial work is carried out. The usual program of tests and their administration is followed. Skill and training are secured in the directing of study. Conferences with the supervisor are held. Extra-curricular activities, clerical aspects and other phases of teaching follow at the proper time and place.

While the student teacher is engaged in all the phases of the teaching procedure, the supervisor is busied with a role both strenuous and exacting. His work might be summarized as follows:

1. The philosophy concerned with the supervision of teaching, such as the creative atmosphere conducive to growth of the pupils, the student teachers and the supervisor.
2. Conception of the students' work as seen from the supervisory viewpoint.
3. Conferences with student teachers in order to assist students in building their teaching efficiency, to check on weaknesses and such other undesirable features as may need some remedial attention, conferences by arrangement between the student and the supervisor, either individually or in groups.

Committee Report on Criticisms of Present System

As in any other activity there is found here both efficiency and defects. In the criticism of the supervisory system as set up in the junior-senior high school of the Laboratory School the strong points presented include:⁶

1. Carefully supervised planning and execution.
2. Prompt correction of weaknesses of the teachers before they become habits.
3. Individual conferences.

6. Ibid., pp. 17-18.

4. Theory and practice taken concurrently under the same supervisor.
5. Opportunity to teach at least one complete unit.
6. Student participation in class activities.

The weaknesses of the supervisory system in the junior-senior high school are listed as follows:

1. Insufficient practice in teaching.
2. Too many student teachers per supervisor.
3. Unpreparedness of some students in any field to do a good job of teaching participation.
4. Inadequate accommodations for those desiring teaching participation in special subjects.
5. Conflicts with college class schedules, making it impossible for the student to take teaching participation in the most suitable subject.
6. Inability to place student teachers with fellowship teachers, thereby reducing the load of the regular supervising teachers.
7. Insufficient variety of methods courses.

This in a brief way presents the general status and organization of the Laboratory Schools as found on the campus at the Kansas State Teachers College of Emporia. With respect to the defects and the strong points of the present supervisory system of teacher training participation, the writer hopes that in his study of student teacher-supervisor relationship, to have presented additional information of value concerning the rapport between the student teacher and the supervisor.

CHAPTER VII

RESULTS OF INTERVIEWS WITH CADET TEACHERS

PART I

Introductory Explanations

To secure the necessary information concerning the relationships between the cadet teacher and the supervising teacher, the writer conducted a series of interviews with the cadet teachers and the supervising teachers actively engaged in the Laboratory Schools of the Kansas State Teachers College of Emporia during the second semester of the school year 1932-33.

Special interview forms were used in obtaining this information. The interviews were carried on individually and in the group; for the most part, however, the group method was used. The general conference periods were given over to these interviews by the administrative heads of each department, thus, in most instances, making it unnecessary to interview each individual separately.

Every effort was made to get a fair and frank expression of the reactions of the cadet teacher toward the supervising teacher and the reactions of the supervising teacher toward the cadet teacher.

As has been previously stated, the laboratory schools of the campus are divided for administrative purposes, into

three departments: Kindergarten-Primary, Intermediate, and High School.

For the sake of clarity and brevity, the first part of this chapter is given over to presentation of items and tables concerning all the groups investigated. The next part takes up the kindergarten-primary department, then the intermediate department, and finally the high school. At the close of the chapter a summary of the entire study concerning the reactions of the cadet teacher has been made.

General Information

TABLE I

NUMBER, NUMBER REPORTING AND PER CENT REPORTING OF SUPERVISING TEACHERS AND CADET TEACHERS

Supervising and Cadet teachers	Number	Number reporting	Percent
Supervising teachers	33	27	82
Cadet teachers (High School)	86	74	86
Cadet teachers (Intermediate)	140	129	92
Cadet teachers (Kind. -Primary)	84	75	89
Grand total (Cadet teachers)	310	278	90

Read table thus: Of a total of 33 supervising teachers, 27, or 82%, reported. Read the remainder in the same manner.

The items in the above table are self-explanatory. There were altogether 310 cadet teachers and of this number 278 reported, or 90% of the total number. The intermediate group is by far the largest, almost twice as many being in this classification as in either of the other two.

PART II

The Kindergarten-Primary Division

Of the 75 cadet teachers in the kindergarten-primary division who reported, their ages ranged from 17 to 30, with a median age of 20. Twenty-eight (37%) of the cadet teachers had been assigned to the class in which they were doing their teaching participation; on the other hand, 47 (63%) had selected their class. Fourteen (19%) had previous teaching experience of from one to eight years in duration. The motives of the cadet teaching for entering the teaching profession were various: 23 (31%) planned to use teaching as a stepping stone; 51 (69%) intended to teach permanently; 10 (13%) were seeking a degree; 45 (60%) were seeking a life certificate (two years of college); and 20 (27%) sought to obtain a three year state certificate (one year of college). Many of course were actuated by a number of motives.

TABLE II

RATING OF CADET TEACHERS OF REASONS
FOR DESIRING TO TEACH

Items Rated *	Rank According to Importance					
	1	2	3	4	5	6
Fondness for children	48	16	4	-	1	-
Chance to render public service	5	21	5	2	-	-
Advice of friends or relatives	1	14	4	1	-	1
Influenced by salaries	5	3	10	-	-	-
Friends or relatives in school	-	-	1	-	-	-
Desire to please parents	3	3	7	-	1	-
Social prestige of teaching	-	6	3	2	-	-
No definite reason	8	4	3	1	-	-

For explanation of table see top of next page; of asterisk, bottom of next page.

Read table thus: 48 ranked fondness of teaching first, 16 rated it second, four rated it third, and so on. Read the remainder likewise.

The cadet teachers were asked to rate only those items which in some way affected them. In the event that other reasons not listed affected the individual, he stated such reasons in a space provided for the purpose, using his own rating. The fact that some items show a preponderance of scores, while other items are scarcely touched, is brought out in the tables of this thesis.

The reader is cautioned to remember that the totals show more ratings than there were cadet teachers who reported. This results from the student's being permitted to rate such items as seemed to him to be of equal importance. Hence, if three items were equivalent in the scorer's mind, he rated them all as having first place.

Various reactions are experienced by prospective teachers; some approach their first day's work with pleasure, while others look forward to it with a feeling of dread. Obviously a student's attitude toward practice teaching greatly influences his reactions to both his teaching and his supervision.

Many preconceived opinions upon cadet teaching arise from reports given out by students who have already had this training in college. Using the interview form of investigation to secure data, the ideas and notions in the minds of prospective cadet teachers have been obtained. The results are tabulated in the two tables immediately following.

*For complete interview form used in this study, refer to Appendix A.

TABLE III

RATING OF REASONS FOR FEARING CADET TEACHING

Items Rated*	Rank					
	1	2	3	4	5	6
Cadet teaching a "tough" course	37	10	4	1	1	-
Too much work for credit earned	12	23	6	2	-	-
Supervisors hard to please	6	7	7	2	-	-
Impossible to make good grades	5	11	11	3	-	-
Not practical**	1	-	-	-	-	-
Did not know what to expect**	1	1	-	-	-	-
Self conscious**	1	-	-	-	-	-
Insufficient time left for other classes	-	-	1	-	-	-
Fearred inability to manage pupils	-	3	2	2	-	-

Read table thus: Thirty-seven students placed as first in importance the fact that they had heard that Student teaching was a "tough" course; ten rated it as second in importance; four rated it third; one rated it fourth; one rated it fifth; none rated it sixth. Read remainder of table in like manner.

TABLE IV

RATING OF REASONS FOR ANTICIPATING CADET TEACHING WITH PLEASURE

Items Rated*	Rank					
	1	2	3	4	5	6
Advantages of skilled supervision	31	19	6	1	-	-
Fine reports concerning Lab. School	-	3	3	1	-	-
Anxious to secure actual practice	30	24	2	1	-	-
Knowledge of excellence of Lab. School work	-	6	10	3	-	-
Cadet teaching very practical	5	13	24	3	-	-

Read table thus: Thirty-one cadet teachers rated Advantages of skilled supervision first; 19 rated it second; 6, third; one, fourth. Read remainder of table in like manner.

* For complete interview form, see Appendix A.

** Items added and rated by the cadet teachers.

Criticism of the Laboratory School by the Cadet Teachers

The survey in which these interviews took place was not inaugurated until the second semester, 1932-33, was almost over. This was done in order that those doing cadet teaching might have ample opportunity in which to form opinions of approval or disapproval concerning the features of the laboratory school.

The interview form used was divided into two sections, one for the rating of the approver or commendable features and the other for the weaknesses or undesirable features. The cadets were asked to rate only those items which had come to their attention or which had affected them. The results of this criticism are given in the two tables which follow.

TABLE V

RATING BY CADET TEACHERS OF COMMENDABLE FEATURES

Commendable features *	Rank					
	1	2	3	4	5	6
Well-planned supervision	30	13	17	1	-	-
Opportunity for individual conferences	1	4	2	5	3	1
Theory and practice under same supervisor	1	1	3	3	3	-
Hard task but well worth the cost	7	7	7	7	1	2
Weaknesses corrected before becoming habits	17	22	14	2	-	-
Chance to observe, practice and experiment	16	22	16	6	-	1

Read table thus: Thirty cadets listed teaching under Well-planned supervision first; thirteen listed it second; seventeen, third; and so on.

* See Appendix A for complete interview form.

TABLE VI

RATING BY CADET TEACHERS OF DISAPPROVED FEATURES

Features Disapproved *	Rank					
	1	2	3	4	5	6
Too much time for credit earned	27	8	4	2	1	-
Not enough actual teaching participation	13	9	5	2	1	-
Supervision not constructively helpful	2	3	-	-	1	-
Unable to use academic subject matter	4	5	3	-	-	-
Not enough chance to experiment	1	7	2	2	-	-
Uncertain as to desires of supervisor	13	17	8	3	-	-
Supervisory criticism improperly made	2	4	3	-	-	-
Remedy for teaching defects not given#	1	5	6	3	-	-
Practice in all grades not given#	4	1	1	1	-	-
Cadet teaching not natural#	2	-	-	-	-	-
No time for other school work#	1	1	-	-	-	-

Read table thus: Twenty-seven cadets lists the item, Too much time for credit earned, as first in importance; 8 listed it as second; 4, third; 2, fourth; and one, fifth. Read remainder of table in like manner.

Rating of Supervisors by the Cadet Teachers

Kindergarten-Primary Department

Perhaps the most important feature of this study is the tabulated results of the reactions of the cadet teachers to their supervisors. The writer has listed a number of desirable and undesirable qualities. In addition to the rating of the suggested items, ample space was given for any additional comments. In making this rating, the cadet teacher was asked to

* See Appendix A for complete interview form.

All items thus designated have been added to the interview form by cadet teachers and rated accordingly.

rate only those items which directly affected him or which had come directly to his attention. The first group of supervisors rated belong to the Kindergarten-Primary Department. Since this rating was done in confidence, the supervising teachers are designated by numbers instead of names; however the writer may upon proper authority divulge the name of the supervisor requested.

The interview form used in the rating of the supervisors was divided into two sections, rating first the approved or commendable qualities of the supervisor and next those items which were not approved by the cadet teacher. In presenting the results of this rating, both sections are placed in one table. This has made necessary the rearrangement of the items.

TABLE VII

RATING OF SUPERVISOR A BY CADET TEACHERS

Supervisor rating*	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	5	1	-	-	1	-	-	-	-	-	-	-
Definiteness of expectations	5	3	2	1	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	1	1	2	-	-
Helpful criticism	2	4	3	-	-	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	9	1	1	-	-	-
Inspiration to cadet teacher	1	3	3	1	-	-	-	-	-	-	-	-
Sympathetic attitude	5	1	-	-	1	-	-	-	-	-	-	-
Reasonable assignments	7	2	4	2	1	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	1	-	-	2	-
Unsympathetic	-	-	-	-	-	-	3	4	3	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	1	1	2	-	-	-

Read table thus: Five cadets listed Willingness to help as first in points of favorable rating; one listed it as second; one, as fifth. Read remainder of table likewise.

Supervisor A was rated by nineteen cadet teachers (approximately 90%) of the cadet teachers under her supervision. In addition to the items which were on the interview form and which were rated by the cadet teachers, other comments were written in. They are listed below.

1. Disregards student's time spent in classwork when grades are awarded.
2. Too impersonal.
3. Grades too low; an occasional grade higher than a "C" would be an inspiration for doing better work.
4. Unsympathetic with cadet teachers.
5. Indefinite.

It is to be noted that all the additional comments are negative in nature.

TABLE VIII

RATING OF SUPERVISOR B BY CADET TEACHERS

Supervisor rating*	Favorable					Unfavorable						
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	2	1	-	-	-	-	-	-	-	-	-
Definiteness of expectations	-	-	-	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	-	-	-	-	-
Helpful criticism	-	1	1	1	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	4	-	-	-	-	-
Inspiration to cadet teacher	-	-	1	-	-	-	-	-	-	-	-	-
Sympathetic attitude	3	1	1	-	-	-	-	-	-	-	-	-
Reasonable assignments	2	1	1	1	1	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	-	-	-	-
Unwilling to give help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table VII.

* See Appendix A for complete interview form. Hereafter the asterisk will refer to Appendix A and no further explanation will be given at foot of page.

Supervisor B was rated by nine students of a total of ten. The only additional comments made were as follows:

1. She is friendly both in and out of school.
2. She is very kind to students having difficulties.

TABLE IX

RATING OF SUPERVISOR C BY CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	-	1	-	2	-	-	-	-	-	-	-
Definiteness of expectations	3	-	-	-	-	1	1	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	2	1	1	1	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	-	-	-	-	-
Inspiration to cadet teacher	1	-	-	1	-	-	-	-	-	-	-	-
Sympathetic attitude	-	2	1	-	-	-	-	-	-	-	-	-
Reasonable assignments	-	-	-	1	1	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	-	-	-	-
Unsympathetic attitude	-	-	-	-	-	-	-	-	-	-	-	-
Unwilling to give help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table VII.

This supervisor had only nine cadet teachers and was rated by seven (78% approximately). It can readily be seen that in order to give a more complete rating for supervisors having so few cadet teachers, it would be necessary to carry this rating through more than one semester. There were no additional comments made. As can be noted only one unfavorable characteristic was indicated and that by only one student. The evaluation, on the whole, was quite favorable to the supervising teacher in question.

TABLE X
RATING OF SUPERVISOR D BY CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	1	1	-	1	-	-	-	-	-	-	-
Definiteness of expectations	3	1	-	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	1	2	-	1	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	-	-	-	-	-
Inspiration to cadet teacher	-	1	1	-	-	-	-	-	-	-	-	-
Sympathetic attitude	1	1	-	-	-	1	-	-	-	-	-	-
Reasonable assignments	-	-	1	1	-	-	-	-	-	-	-	-
Unreasonable assignments	-	1	-	-	-	-	-	-	-	-	-	-
Unsympathetic	-	-	-	-	-	-	1	-	-	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table VII.

This supervisor had a total of eight cadet teachers and was rated by six or 75%. Here again is an illustration of rating by too few cadets due largely to the small size of the class of cadets under the direction of this supervisor. There were no additional comments made.

Supervisor E (evaluated in Table XI on the following page) had a class of seventeen cadet teachers and was rated by thirteen or 75%. Some additional comments which were made are given below:

1. This supervisor does not criticize mistakes frequently enough.
2. Gives suggestions that might be of value to one's own school but which are not suited to this school.

TABLE XI
 RATING OF SUPERVISOR E BY CADET TEACHERS

Supervisor rating *	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	6	3	3	-	-	-	-	-	-	-	-	-
Definiteness of expectations	-	1	-	1	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	1	-	-	1	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	7	-	-	-	-	-
Inspiration to cadet teacher	-	-	-	1	-	-	-	-	-	-	-	-
Sympathetic attitude	5	4	3	-	-	-	-	-	-	-	-	-
Reasonable assignments	1	3	-	4	-	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	-	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table VII.

TABLE XII
 RATING OF SUPERVISOR F BY CADET TEACHERS

Supervisor rating*	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	2	2	5	4	3	-	-	-	-	-	-
Definiteness of expectations	2	8	2	2	2	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	-	-	-	-	-
Helpful criticism	4	4	9	1	1	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	3	-	-	-	-	-
Inspiration to cadet teacher	3	2	4	5	-	-	-	-	-	-	-	-
Sympathetic attitude	11	4	1	1	1	1	-	-	-	-	-	-
Reasonable assignments	2	-	1	3	5	2	-	-	1	-	-	-
Unreasonable assignments	-	-	-	-	-	-	2	-	1	-	-	-
Unsympathetic	-	-	-	-	-	-	-	1	2	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	1	-	-	-	-	-

Read as in Table VII.

Supervisor F was rated by twenty-one cadet teachers or practically her entire group. Some of the comments made in addition to the regular items of rating were as follows:

1. Does not give cadet teacher enough of an opportunity to do actual teaching.
2. Never harsh; always sweet.
3. Practice teaching a valuable course when taken under an instructor of this type.

TABLE XIII

RATING OF SUPERVISOR G BY CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	2	1	2	1	-	-	-	-	-	-	-
Definiteness of expectations	7	1	2	1	1	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	2	-	-	-	-
Helpful criticism	12	5	1	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	9	1	-	-	-	-
Inspiration to cadet teacher	-	6	3	-	-	-	-	-	-	-	-	-
Sympathetic attitude	1	1	4	1	-	1	-	-	-	-	-	-
Reasonable assignments	2	2	-	-	2	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	2	2	3	-	-	-
Unsympathetic	-	-	-	-	-	-	2	1	1	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	1	-	-	-

Read as in Table VII.

This supervisor was rated by twenty-two cadet teachers, practically her entire class of cadet teachers. Under the favorable items, Helpful criticism ranks first, having been given first place rating by twelve cadet teachers. Under the unfavorable items of rating, Indefiniteness as to what

a supervising teacher expects of a cadet teacher, was rated as most outstanding, having been given a first place rating by nine cadet teachers.

The only item given in addition to the rating of the regular items is as follows:

1. This supervisor is impossible to satisfy.

TABLE XIV

RATING OF SUPERVISOR H BY CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	2	3	4	2	-	-	-	-	-	-	-
Definiteness of expectations	1	1	-	-	1	1	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	3	7	1	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	11	-	-	-	-	-
Inspiration to cadet teacher	1	-	5	-	-	1	-	-	-	-	-	-
Sympathetic attitude	6	2	2	1	-	-	-	-	-	-	-	-
Reasonable assignments	2	1	3	4	1	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	1	-	-	-
Unsympathetic	-	-	-	-	-	-	-	2	-	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table VII.

This supervisor was rated by fourteen cadet teachers which constituted her entire class. Under the favorable rating Sympathetic attitude ranks first with a rating of six while the most outstanding of the unfavorable items was Indefiniteness, rated first by eleven cadet teachers. There were no comments given in addition to the regular items rated.

TABLE XV
RATING OF SUPERVISOR I BY CADET TEACHERS

Supervisor rating*	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	2	1	3	-	-	-	-	-	-	-	-
Definiteness of expectations	1	1	-	1	1	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	-	1	2	1	1	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	3	-	-	-	-	-
Inspiration to cadet teacher	-	2	2	-	2	-	-	-	-	-	-	-
Sympathetic attitude	5	1	-	-	1	-	-	-	-	-	-	-
Reasonable assignments	2	1	2	1	-	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	1	1	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	1	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	1	-	-	-	-	-

Read as in Table VII.

This supervisor had a total of ten cadet teachers and was rated by eight of them or 80%. There were no comments.

Supervisor J (Table XVI, following page) was rated by seventeen cadet teachers or practically the entire group.

Some of the comments, in addition to the regular items, follow:

1. Friendly at all times.
2. Understands teachers (cadet).
3. Odd, never know how to take her.
4. Demands too much time of the student teacher.
5. Should have more direct manner when speaking.
6. Often indefinite and hurried.
7. Queer, shifty eyes.
8. I work all of the time but seem unable to get her assignments.

TABLE XVI

RATING OF SUPERVISOR J BY THE CADET TEACHERS

Supervisor rating *	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	2	1	5	2	-	-	-	-	-	-	-	-
Definiteness of expectations	4	2	-	-	3	-	-	-	-	-	-	-
Harsh Criticism	-	-	-	-	-	-	1	-	1	1	-	-
Helpful criticism	4	4	5	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	3	3	-	1	-	-
Inspiration to cadet teachers	1	4	2	2	1	-	-	-	-	-	-	-
Sympathetic attitude	5	5	1	3	-	1	-	-	-	-	-	-
Reasonable assignments	-	-	-	1	-	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	5	2	1	-	-	-
Unsympathetic	-	-	-	-	-	-	2	2	-	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	1	1	1	-

Read as in Table VII.

TABLE XVII

RATING OF SUPERVISOR K BY THE CADET TEACHERS

Supervisor rating*	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	2	1	1	1	-	-	-	-	-	-	-
Definiteness of expectations	1	1	2	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	4	3	6	1	-	-
Helpful criticism	3	3	-	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	6	4	1	-	-	-
Inspiration to cadet teacher	1	3	2	-	-	-	-	-	-	-	-	-
Sympathetic attitude	-	-	-	-	-	-	-	-	-	-	-	-
Reasonable assignments	6	-	2	2	-	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	4	-	1	-	-	-
Unsympathetic	-	-	-	-	-	-	3	7	5	2	-	-
Unwilling to give needed help	-	-	-	-	-	-	1	3	1	2	-	-

Read as in Table VII.

This supervisor (Supervisor K) was rated by nineteen cadet teachers or practically the entire class under her supervision. Some of the comments made in addition to the regular items rated by the cadet teachers are as follows:

1. Wastes too much time.
2. Disregards cadet's work and effort when grades are awarded.
3. Criticizes the cadet teachers in front of the pupils.
4. Too distant with the cadet teacher.
5. Criticizes too severely.

Here again is an illustration of extra comments being entirely negative in nature. It may be stated that six of the cadet teachers or 31% gave this supervisor an entirely negative rating.

General Opinions

In order to secure somewhat of a summary of the general opinions or notions formed by the cadet teachers after having had an entire semester of cadet teaching, they were asked to rate a group of suggested items according to their order of importance. They were instructed to rate only those items which had come to their attention during the semester, or which in some way affected the. Ample space was given them for adding any other comments which they might wish to make. It was thought that this would give a good general reaction to the whole scheme of student teaching participation. This rating is given in the table immediately following this discussion.

TABLE XVIII
RATING OF GENERAL FEATURES BY THE CADET TEACHERS

Items rated	Rank					
	1	2	3	4	5	6
A most worth-while undertaking	35	10	15	1	-	-
A fine place for children and teachers	13	30	15	1	-	-
Inspirational benefit to cadet teachers	18	23	14	1	-	-
Not worth the cost and effort	1	2	1	1	-	-
A waste of time	-	-	-	-	-	-
Overcrowded conditions	-	-	-	-	-	-

Read table thus: The item, A most worth-while undertaking, was rated first by thirty-five cadet; ten rated it second, fifteen, as third and so on. Read remainder of the table in like manner.

Some of the additional comments made by the cadet teachers follow:

1. A waste of time with Supervisor J and Supervisor K.
2. Good contact with experienced teachers.
3. A good course but too heavy a burden to a student carrying a full college course.
4. A very practical course.
5. More real good than from any other college course.
6. Too many student teachers.
7. A good place to know children.
8. Children have no idea of obedience.
9. Not the same conditions as in a public school.

An effort was made to get the student teacher's reaction toward his practice teaching. Assuming that cadet teaching was a compulsory course, as it is, the following question was put:

If student teaching participation were not legally required in order to obtain a certificate and the course made elective instead of a requirement, would you, preparing yourself to be the best teacher possible, still elect to take the course?

This question was answered in the affirmative by sixty-seven and in the negative by only four.

Summary of Supervisory Rating, Kindergarten-Primary Division

Eleven supervising teachers were rated by the cadet teachers in the kindergarte-primary division and the results of these ratings have been presented according to the individual rating of each supervisor.

In order to integrate the various individual reactions of the cadet teachers toward their supervising teachers, the eleven individual tables were condensed into two tables, one dealing with the favorable ratings and the other with the unfavorable ratings.

TABLE XIX

SUMMARY OF SUPERVISORY RATING, KINDERGARTEN-PRIMARY DIVISION

Items rated	Favorable ratings					
	Rank					
	1	2	3	4	5	6
Sympathetic with the cadet teacher	42	22	13	6	3	4
Definite as to what is expected of cadet	27	19	8	6	8	2
Frank criticism in a kindly helpful way	32	32	23	6	2	2
Inspires cadet to do better work	8	21	23	10	3	1
Reasonable assignments	24	10	15	19	10	7
Always willing to help	18	18	19	17	13	3

Read as in Table XVIII.

Table XIX which gives the summary of the supervisory rating in the kindergarten-primary division shows that sympathy with the cadet teacher in his difficulties has been given first place rating by forty-two cadets; helpful criticism ranks second with a first place rating of thirty-two; and definiteness on the part of the supervisor ranks third with a rating of twenty-seven.

The reader is cautioned in the interpretation of this table to remember that in the rating whenever two or more items carried the same weight in the mind of the one doing the rating, he was asked to rate those items equally; for example, if the first, second and third items seemed equally important, they were each given a first place rating.

TABLE XX

SUMMARY OF SUPERVISORY RATING, KINDERGARTEN-PRIMARY DIVISION

Items rated	Unfavorable ratings					
	Rank					
	1	2	3	4	5	6
Unreasonable assignments	14	6	7	0	2	0
Harsh unfriendly criticism	7	6	8	4	0	0
Unwilling to give needed help	4	4	5	2	1	0
Indefinite as to expectations	57	9	2	1	0	0
Unsympathetic	11	17	12	2	0	0

Read as in Table XVIII.

In the unfavorable rating of the supervisor, fifty-seven students listed as their primary grievance their uncertainty

as to what they were supposed to do and how they should proceed. They claimed that it was the fault of the supervisor in not making the course more definite. Fourteen listed unreasonable assignments as their primary grievance, while many students maintained that in order to succeed in their cadet teaching they were obliged to slight their academic subjects.

THE INTERMEDIATE DIVISION

PART III

Of the 129 cadet teachers in the intermediate division who reported, their ages ranged from 17 to 33, with a median age of 21. Thirty-two (25%) of the cadet teachers had been assigned to a class; ninety-seven (75%) had selected the class which they desired to teach. Twenty-seven (21%) had previous teaching experience of from one to eight years. The motives for entering the teaching profession were various: 37 (29%) admitted using teaching as a stepping stone; 85 (66%) intended to teach permanently; 6 (5%) were seeking a degree; 40 (31%) were seeking a life certificate (two years of college); and 83 (64%) sought to obtain a three year state certificate (one year of college). Many students were of course actuated by a number of motives. This overlapping of motives accounts for the irregularity in the figures given here.

In addition to the rating of the items as tabulated in Table XXI (see following page) numerous other comments were made. A few samples follow:

1. A desire to gain money for more education.

TABLE XXI
 RATING BY CADET TEACHERS OF REASONS
 FOR DESIRING TO TEACH

Items rated	Rank					
	1	2	3	4	5	6
Fondness for children	55	30	16	4	5	-
Advice of friends or relatives	7	13	11	7	2	2
Chance to render public service	9	27	20	8	3	-
Influenced by salaries	4	13	11	4	6	1
Friends or relatives in school	-	3	4	3	2	2
Desire to please parents	6	12	11	11	1	3
Social prestige of teaching	4	8	22	4	2	-
No definite reason	22	12	4	4	2	-

Read table thus: Fifty-five cadet teachers listed Fondness for children as first in importance; thirty listed it as second; sixteen as third and so on. Read remainder of table in like manner.

2. A desire to gain money for more education.
3. The only thing for a woman to do.
4. To help parents financially.
5. Interested in watching children learn.
6. Difficulty of entrance into other fields at present.

It is obvious that the motives for individuals desiring to become teachers are many and varied; however it is rather surprising that twenty-two should rank as first place the item of having no definite reason.

Throughout this entire study whenever the cadet teachers were asked to rate according to their importance only those items which affected them personally, a space was provided in which additional points might be recorded and ranked by the students filling the blanks. The tables in this study

clearly show the rating as it affected different individuals, because some items show a preponderance of scores while other items have scarcely been touched.

The reader is cautioned in the interpretation of the tables showing the summary of different groups to bear in mind that the totals show more ratings than there were cadet teachers. Whenever a cadet teacher came across items which seemed to him to have equal weight, he was asked to rate them the same; for example, if three items all had first place in the mind of the scorer they were so indicated.

Various reactions are experienced by those contemplating cadet teaching; students either approach their first day's work with pleasure, or approach it with a feeling of dread. A student's attitude toward practice teaching may obviously influence his reaction to it.

Many preconceived opinions upon cadet teaching arise from reports given out by those students who have already taken this training in college. Using the interview form of investigation to secure data, the ideas and notions in the minds of prospective cadet teachers have been obtained. The results of the investigation of this particular condition are tabulated in the two tables found on the next page. Some of the comments made in addition to the regular items listed were as follows:

1. Wished to learn if the course was as difficult as reported.
2. Opportunity to be with children.
3. Opportunity to improve teaching technique.
4. Chance to decide whether or not to take up teaching.

RATING BY CADET TEACHERS OF REASONS
FOR FEARING TO TEACH
TABLE XXII

Items rated *	Rank					
	1	2	3	4	5	6
Cadet teaching a "tough" course	72	16	10	1	-	-
Too much work for credit earned	19	29	10	6	-	-
Supervisors hard to please	7	9	17	3	-	-
Impossible to make a good grade	9	23	15	2	-	-
Not practical #						
Did not know what to expect #	1	-	-	-	-	-
Self conscious #	-	-	1	-	-	-
Insufficient time for other classes #	-	-	-	-	1	-
Feared inability to manage pupils	1	7	3	1	2	-

Read table thus: Seventy-two students rated as first in importance the fact that they had heard that Cadet teaching was a "tough" course; sixteen rated it as second in importance; ten rated it third and so on across the table. Read the remainder of the table in like manner.

TABLE XXIII

RATING OF REASONS FOR ANTICIPATING CADET TEACHING
WITH PLEASURE

Items rated *	Rank					
	1	2	3	4	5	6
Advantages of skilled supervision	49	26	17	2	-	-
Fine reports of supervising teachers	4	6	12	2	6	-
Anxious to secure actual practice	41	35	8	-	-	-
Excellence of Laboratory School	3	9	9	6	4	-
Cadet teaching very practical	4	18	27	11	2	1

Read as in Table XXII.

* See Appendix A for complete interview form.
Items added and rated by the cadet teachers.

Criticism of the Laboratory School by the Cadet Teachers

The survey in which these interviews took place was not started until the second semester of the school year 1932-33 was almost over. This was done in order that those doing cadet teaching might have ample opportunity in which to form opinions concerning the features of the laboratory school which they approved or disapproved.

The interview form used for this purpose was divided into two sections, one for the rating of the approver or commendable features and the other for weaknesses or undesirable features. The cadets were asked to rate only those items which had come to their attention or which had in some way affected them. The results of their criticisms are given in the two tables immediately following this explanation.

TABLE XXIV
RATING BY THE CADET TEACHERS OF THE
COMMENDABLE FEATURES

Items rated *	Rank					
	1	2	3	4	5	6
Well-planned supervision for cadets	58	25	11	8	2	-
Opportunity for individual conferences	3	7	8	9	7	4
Theory and practice under same supervisor	5	12	12	9	12	5
A hard task but well worth the cost	15	20	11	12	2	3
Weaknesses corrected before becoming habits	21	42	29	6	4	2
Chance to observe, practice and experiment	27	19	36	14	5	4

Read table thus: Fifty-eight cadet teachers listed as first in importance the opportunity to have Well-planned supervision; twenty-five rated it second; eleven, third and so on.

Some comments made in addition to the items rated in the preceding table are as follows:

1. Opportunity to learn the best educational procedure.
2. Many helpful suggestions.
3. Gives a person confidence in his ability to go out and teach.

TABLE XXV

RATING BY CADET TEACHERS OF DISAPPROVED FEATURES

Items rated*	Rank					
	1	2	3	4	5	6
Too much time for credit earned	52	14	17	1	-	-
Not enough actual teaching participation	35	22	5	5	2	-
Supervision not constructively helpful	2	2	3	1	1	-
Unable to use academic subject matter	7	12	11	1	1	-
Not enough chance to experiment	5	12	9	1	1	-
Uncertain as to the wants of supervisor	4	16	11	3	1	2
Supervisory criticism improperly made	1	1	3	1	-	1
Remedy for teaching defects not given	3	8	5	1	2	-
Not enough individual conferences #	3	-	1	-	-	-
Does not apply to rural schools #	2	3	2	-	-	-

Read table thus: Fifty-two cadets listed as first in importance the fact that they felt Too much time was spent for the amount of credit earned; fourteen listed it as second in importance; seventeen listed it third and so on. Read remainder of table in like manner.

Some comments made in addition to the items rated in the table above are as follows:

1. Supervisor expects too much for the first time.
2. Too much interference by the instructor.
3. Too much attention paid to the advancement of pupils.
4. Supervisor shows too much partiality.

5. Classes composed of pupils of a higher intelligence than will be found in the average school.
6. For the most part the training is limited to only one subject.
7. Situations are too near ideal.
8. Too many student teachers.

Rating of Supervisors by the Cadet Teachers

The principal value in this study lies in the conclusions drawn from the tabulated results. Each student rated his own supervisor. Two lists were made, consisting of the desirable and the undesirable qualities in supervisors. Space was provided, in addition, for such comments as the cadet teachers might wish to offer.

The cadet teacher rated only those items which affected him or which had come to his attention. The investigation began with the rating of the kindergarten-primary group. This was followed by the rating of the intermediate division, the results of which are tabulated below.

This rating of supervisors by cadet teachers was confidential, for the purpose of getting a fair and frank expression in the matter. Numbers are used instead of the names of the supervisors; however the names may be divulged upon proper authority.

One section of the interview form was devoted to the commendable qualities of the supervisor, while the other section treated adverse traits as seen by the cadet teachers. In presenting the results of these two sections in the follow-

ing table, it has been necessary to rearrange the items in the interview forms.

TABLE XXVI
RATING OF SUPERVISOR L BY CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	1	2	4	3	1	-	-	-	-	-	-
Definiteness of expectations	6	3	2	1	2	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	2	-	-	-	5	-
Helpful criticism	2	5	5	2	-	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	-	1	-	-	-
Inspiration to cadet teacher	5	3	3	-	1	-	-	-	-	-	-	-
Sympathetic attitude	1	4	3	3	-	1	-	-	-	-	-	-
Reasonable assignments	-	1	2	2	2	3	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	1	-	1	-	-
Unsympathetic	-	-	-	-	-	-	3	2	-	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	1	-	-	-

Read table thus: No cadet teacher listed the item dealing with Willingness to help as first in importance; one listed it as second; two listed it third and so on. Read remainder of the table in like manner.

This supervisor was rated by eighteen cadet teachers from a class of twenty or 90%. In addition to the suggested items in the interview form, other items were listed by the cadet teachers. Some of these are given as follows:

1. Makes no criticism of cadet teachers before the pupils.
2. The classes are very interesting and much is gained from them.
3. This supervisor possesses that bit of humor necessary in the classroom.
4. Shows much experience with cadet teachers and children.

TABLE XXVII

RATING OF SUPERVISOR M BY THE CADET TEACHERS

6

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	4	6	4	-	2	-	-	-	-	-	-
Definiteness of expectations	4	4	1	2	2	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	2	-	-	1	-	-
Helpful criticism	7	4	5	-	-	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	4	1	1	-	-
Inspiration to cadet teacher	2	4	3	3	3	1	-	-	-	-	-	-
Sympathetic attitude	5	3	3	2	2	1	-	-	-	-	-	-
Reasonable assignments	2	1	1	2	3	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	6	3	-	-	1	-
Unsympathetic	-	-	-	-	-	-	-	1	1	-	1	-
Unwilling to give help	-	-	-	-	-	-	2	-	3	-	-	-

Read as in Table XXVI.

This supervisor was rated by the entire class of twenty-two. Usually several additional comments were added by the cadet teachers. In the case of this teacher only one such comment was added and it was to the effect that the teacher was not in every instance fair to all of the pupils. This item was ranked as first in importance by the cadet making it. This was rather unusual because the interview form concerned the supervising teacher-cadet teacher relationship and not the pupil-supervising teacher relationship.

Supervisor M (see following page for table) was rated by twenty-seven of her thirty cadet teachers, a percentage of 90. Only one comment was made; it stated that the supervisor was interested in the student's activities both in and out of the classroom.

TABLE XXVIII

RATING OF SUPERVISOR N BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	4	4	4	3	3	-	-	-	-	-	-
Definiteness of expectations	1	4	2	3	5	2	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	4	2	1	-	-	-
Helpful criticism	6	10	4	1	-	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	8	1	2	3	2	-
Inspiration to cadet teacher	2	1	5	4	2	3	-	-	-	-	-	-
Sympathetic attitude	14	5	5	-	-	-	-	-	-	-	-	-
Reasonable assignments	3	2	3	5	6	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	1	-	-	3	2	-
Unsympathetic	-	-	-	-	-	-	2	1	1	-	2	-
Unwilling to give help	-	-	-	-	-	-	1	6	3	-	-	-

Read as in Table XXVI.

TABLE XXIX

RATING OF SUPERVISOR O BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	1	9	3	2	2	-	-	-	-	-	-
Definiteness of expectations	10	4	-	1	3	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	3	2	-	1	-	-
Helpful criticism	6	9	3	3	1	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	5	1	2	1	-	-
Inspiration to cadet teacher	2	4	4	3	4	1	-	-	-	-	-	-
Sympathetic attitude	6	4	3	2	3	-	-	-	-	-	-	-
Reasonable assignments	-	1	3	5	1	3	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	5	1	4	-	1	-
Unsympathetic	-	-	-	-	-	-	-	1	1	3	-	-
Unwilling to give help	-	-	-	-	-	-	1	3	1	-	3	-

Read as in Table XXVI.

According to the table on the preceding page, Supervisor N is rated highly for her sympathetic attitude with a cadet teacher in his difficulties and also for her frank criticism in a kindly helpful manner. In the rating of unfavorable characteristics, indefiniteness as to what is expected of the cadet teacher, far outnumbers all the other points.

Supervisor O (see Table XXIX on preceding page) was rated by all but one of her class of twenty-six. One additional comment was made; the supervisor was accused of showing partiality in the classroom.

TABLE XXX

RATING OF SUPERVISOR P BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	1	1	2	2	1	-	-	-	-	-	-
Definiteness of expectations	6	4	-	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	1	-	1	1	-
Helpful criticism	5	3	2	-	-	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	2	4	1	-	1	-
Inspiration to cadet teacher	1	-	1	2	1	-	-	-	-	-	-	-
Sympathetic attitude	2	2	4	1	-	-	-	-	-	-	-	-
Reasonable assignments	-	3	2	2	1	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	6	1	1	-	-	-
Unsympathetic	-	-	-	-	-	-	1	1	2	2	1	-
Unwilling to give help	-	-	-	-	-	-	-	2	1	1	-	-

Read as in Table XXVI.

Supervisor P was rated by sixteen of her eighteen students. The following additional comments were made:

1. Allows perfect freedom to cadet teacher with only occasional helpful intervention.

2. She is interested in children herself.
3. An unfriendly attitude is shown toward some cadet teachers.

TABLE XXXI

RATING OF SUPERVISOR Q BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	3	3	3	3	3	2	-	-	-	-	-	-
Definiteness of expectations	10	6	3	2	4	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	5	6	3	1	-	-
Helpful criticism	11	7	5	2	2	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	13	4	-	1	1	-
Inspiration to cadet teacher	-	5	3	3	1	2	-	-	-	-	-	-
Sympathetic attitude	4	8	5	5	1	2	-	-	-	-	-	-
Reasonable assignments	4	3	8	4	1	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	2	1	3	3	2	-
Unsympathetic	-	-	-	-	-	-	5	7	5	1	1	-
Unwilling to give help	-	-	-	-	-	-	1	3	3	2	2	-

Read as in Table XXVI.

The entire class of cadet teachers, thirty-two in all, rated Supervisor Q. Two of the group made not a single commendable rating. A few additional comments were made:

1. This supervisor has a pleasing personality.
2. Pupils do not easily irritate her.
3. Criticism not always friendly.

Supervisor R (see Table XXXII, following page) was rated by her entire class of eleven cadet teachers. She has cadet teachers from three administrative divisions, but since over half of the cadet teachers are from the intermediate division, she has been placed in this section. The following additional

comments were made:

1. Never criticises the cadet teachers before the pupils.
2. A wonderful personality.
3. Children love to work for her.
4. Connects life activities with school activities.

TABLE XXXII

RATING OF SUPERVISOR R BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	2	1	1	2	2	-	-	-	-	-	-	-
Definiteness of expectations	1	4	1	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	6	1	1	-	1	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	-	-	-	-	-	-
Inspiration to cadet teacher	3	3	2	1	-	-	-	-	-	-	-	-
Sympathetic attitude	3	2	1	2	-	-	-	-	-	-	-	-
Reasonable assignments	1	1	2	1	1	3	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	-	-	-	-
Unsympathetic	-	-	-	-	-	-	1	-	-	-	-	-
Unwilling to give help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table XXVI.

Supervisor S (page 94, Table XXXIII) was rated by a total of fifteen cadet teachers out of a class of seventeen. This was approximately 89% of the entire class. There were no additional comments made to the regular itemized supervisor rating form.

TABLE XXXIII

RATING OF SUPERVISOR S BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	3	1	2	3	3	1	-	-	-	-	-	-
Definiteness of expectations	3	2	-	2	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	-	4	3	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	6	-	-	-	-	-
Inspiration to cadet teacher	3	4	4	1	-	-	-	-	-	-	-	-
Sympathetic attitude	5	4	1	1	-	1	-	-	-	-	-	-
Reasonable assignments	1	-	4	4	1	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	-	-	-	-
Unwilling to give help	-	-	-	-	-	-	-	-	-	-	-	-

Read as in Table XXVI.

General Opinions

Eight supervising teachers were rated by the cadet teachers in the intermediate division and the results of these ratings have been presented according to the individual rating of each supervisor.

In order to integrate the various individual reactions of the cadet teachers toward their supervising teachers, the eight individual tables were condensed into two tables, one dealing with the favorable ratings and the other with the unfavorable ratings. However, before this table is given, another table will be shown which shows the cadet teachers' general reaction to student teaching participation and to the intermediate laboratory school in particular.

TABLE XXXIV
RATING OF GENERAL FEATURES
BY THE CADET TEACHERS

Items rated	Rank					
	1	2	3	4	5	6
A most worth-while undertaking	56	27	17	-	-	-
A fine place for children and teachers	30	37	30	1	-	-
Inspirational benefits to cadet teachers	21	35	27	1	-	-
Not worth the cost and effort	3	1	-	1	1	-
A waste of time	2	1	-	-	-	1
Overcrowded conditions	2	7	4	3	-	-

Read table thus: Fifty-six cadet teachers considered their cadet teaching as a Most-worth-while undertaking by rating it first in importance; twenty-seven rated it second in importance; seventeen rated it third and so on. Read remainder of the table in like manner.

Some of the additional comments made by the cadet teachers are as follows:

1. Cadet teaching is excellent if the supervisor is reasonable.
2. Gives the prospective teacher a chance to secure many helpful ideas.
3. Impractical for rural school preparations.
4. Conditions are too near ideal.
5. Requires too much time.
6. A very enjoyable and interesting course.

An effort was made to get the student teacher's reaction toward his practice teaching. Assuming that cadet teaching was a compulsory course, as it is, the following question was put:

If student teaching participation were not legally required in order to obtain a certificate and

the course made elective instead of a requirement, would you, preparing yourself to be the best teacher possible, still elect to take the course?

This question was answered in the affirmative by one hundred eight and the negative by only eleven.

The table mentioned on page 94 concerning the composite student attitude toward their supervising teachers in the intermediate division now follows.

TABLE XXXV
SUMMARY OF SUPERVISORY RATING,
INTERMEDIATE DIVISION

Items rated	Favorable rating					
	1	2	3	4	5	6
Sympathetic with the cadet teacher	40	32	25	16	6	5
Definite as to what is expected of cadet	41	31	9	11	16	2
Frank criticism in a kindly helpful way	43	43	28	8	4	5
Inspires cadet to do better work	18	24	25	17	12	7
Reasonable assignments	11	12	25	25	16	14
Always willing to help	10	16	28	25	18	12

Read table thus: Forty cadet teachers considered that a sympathetic attitude with the cadet in his difficulties was deserving of a first place rating; thirty-two rated it second and so on. Read remainder of table in like manner.

Table XXXV which gives a summary of the supervisory rating of the favorable qualities of the supervisors in the intermediate division shows that three favorable qualities rank very close together: Sympathetic attitude with forty first-place rating; Definiteness with forty-one first-place ratings; and Kindly criticism with forty-three.

The reader is cautioned in the interpretation of this

table to remember that in the rating whenever two or more items carried the same weight in the mind of the one doing the rating, he was asked to rate those items equally; for example, if the first, second and third items seemed equally important, they were given a first place rating.

TABLE XXXVI

SUMMARY OF SUPERVISORY RATING,
INTERMEDIATE DIVISION

Items rated	Unfavorable rating					
	1	2	3	4	5	6
Unreasonable assignments	20	7	8	7	6	-
Harsh, unfriendly criticism	17	11	4	4	6	-
Unwilling to give help when needed	5	14	13	3	5	-
Indefinite as to expectations	36	14	7	6	4	-
Unsympathetic	12	13	10	6	5	-

Read table thus: In the items dealing with the unfavorable rating of the supervisors, twenty cadet teachers rated unreasonable assignments as first; seven rated it second; eight as third and so on. Read the remainder of the table in like manner.

In the above rating, thirty-six cadet teachers listed as their primary grievance the fact that they were uncertain as to what they were supposed to do or how to proceed. They also indicated that they should be instructed more definitely by the supervisor as to the methods of procedure. Twenty cadets listed unreasonable assignments as their primary grievance. Many students indicated that cadet teaching participation took so much of their time that it was necessary to slight their other academic subjects.

THE JUNIOR-SENIOR HIGH SCHOOL DIVISION

PART IV

The age range of the seventy-four cadet teachers reporting in this division was from 19 to 30, with a median age of 22. Twenty or 27% of the cadet teachers had been assigned to the class in which they were engaged in teaching participation. Fifty-four or 73% had selected the class desired. Thirty-three or 44% had previous teaching experience, ranging from one-half to ten years in length. Their motives for engaging in teaching participation were various: Twenty-two or 30% planned to use teaching as a stepping stone; thirty-six or 49% regarded teaching as a life pursuit; fifty-two or 70% engaged in it because it is a prerequisite for a degree; twenty-one or 28% needed it for a life certificate; and one or 1% was applying it on a three year state certificate.

TABLE XXXVII

RATING BY CADETS OF REASONS
FOR DESIRING TO TEACH

Items of rating	Rank					
	1	2	3	4	5	6
Bondness for children	11	20	8	1	2	2
Chance to render public service	13	12	6	4	-	1
Advice of friends or relatives	2	5	4	9	3	5
Influenced by salaries	3	3	8	2	3	4
Friends or relatives in school	3	2	6	-	2	-
Desire to please parents	1	7	5	7	2	-
Social prestige of teaching	5	6	9	4	4	-
No definite reason	17	4	2	-	-	-

Read as in Table XXXVI.

In addition to the rating of the items suggested, numerous other comments were made. Some of them follow:

1. Nothing else to do.
2. I like teaching.
3. Preparation valuable whether one teaches or not.
4. Opportunity for contacts with all kinds of people.
5. Something to fall back on if necessary.
6. Teaching and government jobs seem to be the only sure pay jobs.
7. An aid to future public work.
8. Splendid training for personality and self assurance.
9. A chance to broaden one's education.

The cadet teachers were asked to rate, according to their importance, only those items which in some way affected them. Such additional reasons as the student saw fit to record were permitted to be written in a space provided for the purpose. The tables indicate the wide range of responses, for some items show a preponderance of scores while other items are scarcely touched.

The reader is to remember that the totals show more ratings than there were cadet teachers who reported; this resulted from the fact that such items as seemed equal in importance were ranked together in first place. For example, if three items all seemed to rank first with the scorer he rated all three first.

Various reactions are experienced by those contemplating cadet teaching; some anticipate with pleasure their first days teaching, while others dread to approach their work.

Obviously a student's attitude toward cadet teaching may greatly influence his reaction to it.

Many preconceived ideas concerning the nature of cadet teaching have been formed as a result of the reports sent out by those who have already taken this course. In order to arrive at some of these ideas existing in the minds of prospective teachers, the interview form was used in gathering data on this condition. The two following tables point out the results of this particular section of the interviews.

TABLE XXXVIII
RATING OF REASONS FOR FEARING
CADET TEACHING

Items rated	Rank					
	1	2	3	4	5	6
Cadet teaching a "tough" course	34	9	5	2	-	1
Too much work for credit earned	13	15	11	2	-	-
Supervisors hard to please	5	14	7	6	1	-
Impossible to make a good grade	5	9	9	8	2	1
Feared inability to manage pupils	1	4	3	4	5	-

Read as in Table XXXVI.

Some of the comments made in addition to the regular items are as follows:

1. Feeling of inferior preparation.
2. Not to be able to teach a class as a negro student.
3. Lack of self assurance.
4. The set up presented is not a true teaching situation.

5. Lack of time in last semester of school.
6. Speech impediments.
7. Feared the writing of units.
8. No chance for initiative.

TABLE XXXIX

RATING OF REASONS FOR ANTICIPATING
CADET TEACHING WITH PLEASURE

Items rated	Rank					
	1	2	3	4	5	6
Advantages of skilled supervision	33	14	6	2	-	-
Anxious to secure actual practice	24	6	8	4	2	-
Fine reports of supervising teachers	-	-	4	4	5	-
Excellence of laboratory school	2	8	7	2	1	-
Cadet teaching very practical	2	19	10	4	1	1

Read as in Table XXXVI.

Some of the comments made in addition to the regular items are as follows:

1. Desire to develop self expression.
2. Fondness for working with children.
3. Opportunity to learn new methods.
4. Desire for the training in understanding of other people.

Criticism of the Laboratory School by the Cadet Teachers

The survey in which these interviews took place was not initiated until the second semester of the school year 1932-33 was almost over. This was done in order that those doing ca-

det teaching might have ample opportunity in which to form opinions concerning the features of the laboratory school of which they either approved or disapproved.

The interview form was divided into two sections, one for undesirable features or weaknesses, one for desirable features. The cadets were asked to rate only those items which had come to their attention or which had affected them.

TABLE XL

RATING BY THE CADET TEACHERS OF THE
COMMENDABLE FEATURES

Items rated	Rank					
	1	2	3	4	5	6
Well-planned supervision for cadets	28	7	9	3	4	2
Opportunity for individual conferences	7	11	9	9	7	2
Theory and practice under same supervisor	7	7	11	12	3	6
A hard task but well worth the cost	6	5	3	7	5	4
Weaknesses corrected before becoming habits	12	20	10	5	4	1
Chance to observe practice and experiment	11	17	17	6	3	1

Read as in Table XXXVI.

Some comments made in addition to the items rated in the above table follow:

1. Opportunity to see the organization of a course.
2. Supervisors well trained in their particular field.
3. A higher type of pupil than is found in the average school.

The following collents were added to the interview form by the cadet teachers (see Table XLI, page 103):

1. Supervision not definite.

TABLE XLI

RATING BY THE CADET TEACHERS OF THE
DISAPPROVED FEATURES

Items rated*	Rank					
	1	2	3	4	5	6
Too much time for credit earned	29	7	5	2	1	-
Not enough actual teaching participation	14	66	2	3	2	1
Supervision not constructively helpful	-	4	3	1	1	1
Unable to use academic subject matter	3	4	4	-	1	2
Not enough chance to experiment	5	6	7	3	2	-
Uncertain as to the wants of supervisor	13	13	7	5	-	-
Supervisory criticism improperly made	-	1	2	-	-	1
Remedy for teaching defects not given	-	5	3	1	3	1
Too ideal #	3	2	-	-	-	-

Read as in Table XXXVI.

2. Supervisor made student teachers feel inferior.
3. Would like to have the pupils alone for experience.
4. Too much routine.
5. Weakness of subject matter.
6. Pupils have watched too many student teachers to have respect for a practice teacher of any kind.
7. Not enough constructive criticism.

Rating of Supervisors by the Cadet Teachers

A valuable feature of this study is the tabulated results of the reactions of the cadet teachers to their supervisors and to the supervisory methods used. The students rated their own supervisors. Two lists were made, of the desirable and

* See Appendix A for complete interview form.

Items added and rated by the cadet teachers.

the undesirable qualities. Space was provided for any additional comments that the cadet teacher might wish to make.

In making this rating the cadet teacher was asked to rate only those items which had affected him or which had come to his attention. The first group rated was the kindergarten-primary group, followed by the intermediate division. Following this explanation will be found the tabulated results of the high-school group.

This rating of the supervisors by the cadet teachers was confidential, in order to get a fair and frank expression concerning the supervisors. Instead of the names of the supervising teachers, each is designated by a letter; however, the writer will, upon proper authority, divulge the name of the supervisor requested.

The interview form used in the rating of the supervisors was divided into two sections, one of which listed commendable qualities of the supervisor, while the other pointed out adverse traits. In presenting these results, both sections were placed in one table with their proper rating. This made necessary the rearrangement of the items of the interview form.

Supervisor T (page 105, Table XLII) was rated by only three students; however this comprised the entire class of cadet teachers. The rating by three students is not enough to be of much value; it is given here for the sake of completeness of this study and also the bearing it will have on the summary.

No additional comments were made by the cadets doing the rating of Supervisor T.

TABLE XLII

RATING OF SUPERVISOR T BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	-	-	-	2	1	-	-	-	-	-	-
Definiteness of expectations	1	2	-	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	-	-	-	-	-
Helpful criticism	-	1	1	1	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	-	-	1	-	-
Inspiration to cadet teacher	-	-	1	-	1	1	-	-	-	-	-	-
Sympathetic attitude	2	-	-	1	-	-	-	-	-	-	-	-
Reasonable assignments	-	-	1	1	-	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	1	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	1	-	1	-
Unwilling to give needed help	-	-	-	-	-	-	-	1	1	-	-	-

Read table thus: Always willing to help was rated fifth in importance by two of the students and sixth by one of them; read remainder of table in like manner.

TABLE XLIII

RATING OF SUPERVISOR U BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	1	-	-	1	1	-	-	-	-	-	-
Definiteness of expectations	1	1	-	-	-	1	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	-	-
Helpful criticism	1	-	2	-	1	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	-	1	-	-	-	-
Inspiration to cadet teacher	1	-	1	-	-	-	-	-	-	-	-	-
Sympathetic attitude	-	2	-	2	-	-	-	-	-	-	-	-
Reasonable assignments	2	1	-	-	-	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	3	1	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	1	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	1	-	-	-	-	-

Read as in Table XLII.

Supervisor U was rated by each of the four cadet teachers under her charge. This is admittedly too small a group to make the data of much significance, but it is given here for the sake of completeness and for the bearing it will have on the summary.

Two additional comments were made by the cadet teachers. They follow:

1. This supervisor has good plans for the class.
2. The procedure is good.

TABLE XLIV

RATING OF SUPERVISOR V BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	-	-	1	-	1	-	-	-	-	-	-
Definiteness of expectations	3	-	-	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	1	1	-	-	-
Helpful criticism	1	3	-	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	2	1	-	1	-	-
Inspiration to cadet teachers	-	1	2	-	-	1	-	-	-	-	-	-
Sympathetic attitude	-	-	1	1	1	-	-	-	-	-	-	-
Reasonable assignments	-	-	1	1	1	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	1	-	1	1	-	-
Unsympathetic	-	-	-	-	-	-	-	1	-	-	2	-
Unwilling to give needed help	-	-	-	-	-	-	-	1	1	-	-	-

Read as in Table XLII.

Supervisor V was rated by each of her four cadet teachers. While the tabulated results of so small a number is not particularly valuable, it is included because of its bearing on the summary. One additional comment was made; it stated that the supervisor had an "understandable personality".

TABLE XLV

RATING OF SUPERVISOR W BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	1	-	2	-	-	-	-	-	-	-	-
Definiteness of expectations	1	-	3	1	1	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	2	-	1	-	-	-
Helpful criticism	2	2	1	1	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	2	-	1	1	-	-
Inspiration to cadet teacher	2	-	1	-	2	-	-	-	-	-	-	-
Sympathetic attitude	1	3	-	1	-	-	-	-	-	-	-	-
Reasonable assignments	-	-	1	-	-	3	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	1	-	-	2	-
Unsympathetic	-	-	-	-	-	-	-	1	1	2	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	2	-	-	1	-

Read as in Table XLII.

TABLE XLVI

RATING OF SUPERVISOR X BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	2	-	-	1	-	-	-	-	-	-	-
Definiteness of expectations	3	2	-	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	2	-	-	-
Helpful criticism	1	-	-	2	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	2	-	-	-	-
Inspiration to cadet teacher	-	-	-	2	-	-	-	-	-	-	-	-
Sympathetic attitude	1	1	1	-	-	-	-	-	-	-	-	-
Reasonable assignments	-	-	1	-	1	1	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	1	-	-	-	1	-
Unsympathetic	-	-	-	-	-	-	1	-	-	1	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	-	1	1	-

Read as in Table XLII.

Supervisor W was rated by six of the seven cadet teachers in the class. There were no additional comments made. Supervisor X was rated by five of the six cadet teachers in the class. No additional comments were added to the regular interview form.

TABLE XLVII
RATING OF SUPERVISOR Y BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	-	2	-	1	2	-	-	-	-	-	-
Definiteness of expectations	2	1	1	-	1	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	2	2	-	-	-
Helpful criticism	2	1	-	1	1	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	1	1	-	1	1	-
Inspiration to cadet teacher	-	2	1	1	-	-	-	-	-	-	-	-
Sympathetic attitude	1	1	-	2	-	-	-	-	-	-	-	-
Reasonable assignments	-	-	1	1	1	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	1	1	1	2	-
Sunsympathetic	-	-	-	-	-	-	1	1	1	1	-	-
Unwilling to give needed help	-	-	-	-	-	-	2	-	1	1	1	-

Read as in Table XLII.

Supervisor Y was rated by five of the seven cadet teachers, or approximately 72% of the class. One cadet teacher added to the regular interview form the statement that this supervisor had a very commendable attitude toward children.

Supervisor Z (see page 109, Table XLVIII) was rated by the entire class of four cadet teachers. So small a number negates largely the value of the table; it is included here because of the bearing it will have on the summary. One criticism was added: The supervisor permitted too much talking and visiting.

TABLE XLVIII

RATING OF SUPERVISOR Z BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	-	-	1	1	-	-	-	-	-	-	-
Definiteness of expectations	2	-	1	-	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	-	-	-	1	-
Helpful criticism	1	2	-	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	3	1	-	-	-	-
Inspiration to cadet teacher	-	1	-	1	-	-	-	-	-	-	-	-
Sympathetic attitude	1	-	2	-	-	-	-	-	-	-	-	-
Reasonable assignments	-	-	-	-	-	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	-	-	-	-	1	-
Unsympathetic	-	-	-	-	-	-	1	-	-	-	-	-
Unwilling to give needed help	-	-	-	-	-	-	-	-	1	-	-	-

Read as in Table XLII.

TABLE XLIX

RATING OF SUPERVISOR AB BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	-	-	1	1	2	-	-	-	-	-	-
Definiteness of expectations	-	3	-	1	1	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	1	2	-	-	-
Helpful criticism	1	2	2	-	-	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	2	1	1	-	1	-
Inspiration to cadet teacher	2	1	1	2	-	-	-	-	-	-	-	-
Sympathetic attitude	4	-	1	-	1	-	-	-	-	-	-	-
Reasonable assignments	1	-	2	-	1	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	1	2	1	1	1	-
Unsympathetic	-	-	-	-	-	-	-	-	1	2	1	-
Unwilling to give needed help	-	-	-	-	-	-	2	2	-	1	-	-

Read as in Table XLII.

Supervisor AB was rated by each one of the six cadet teachers in the class. Two comments were added to the regular form.

1. This supervisor has the ability to offer remedies for difficult situation.
2. She is a supervisor who can herself be criticized.

TABLE I

RATING OF SUPERVISOR AC BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	1	-	1	-	2	3	-	-	-	-	-	-
Definiteness of expectations	3	3	1	2	2	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	1	3	2	-	-	-
Helpful criticism	4	1	5	1	1	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	6	2	1	1	1	-
Inspiration to cadet teacher	1	3	2	1	1	2	-	-	-	-	-	-
Sympathetic attitude	3	2	1	4	-	-	-	-	-	-	-	-
Reasonable assignments	1	3	2	1	2	-	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	6	3	2	-	-	-
Unsympathetic	-	-	-	-	-	-	-	-	1	2	3	-
Unwilling to give needed help	-	-	-	-	-	-	-	2	1	2	1	-

Read as in Table XLII.

Supervisor AC was rated by the entire class of thirteen cadet teachers. No additional comments were made.

Supervisor AD (Table II, page 111) was rated by the entire class of eleven cadet teachers, a total of 100%. Only one additional comment was written in on the regular interview forms. It was to the effect that this supervisor made no criticisms unless they were specifically requested.

TABLE LI

RATING OF SUPERVISOR AD BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	4	1	1	3	-	-	-	-	-	-	-
Definiteness of expectations	3	1	5	2	-	-	-	-	-	-	-	-
Harsh criticism	-	-	-	-	-	-	-	2	2	-	-	-
Helpful criticism	2	4	2	1	-	1	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	3	-	1	-	1	-
Inspiration to cadet teacher	1	1	1	2	5	1	-	-	-	-	-	-
Sympathetic attitude	4	-	4	2	-	1	-	-	-	-	-	-
Reasonable assignments	-	-	3	2	1	3	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	3	2	1	-	2	-
Unsympathetic	-	-	-	-	-	-	2	1	-	1	-	-
Unwilling to give needed help	-	-	-	-	-	-	1	-	-	2	-	-

Read as in Table XLII.

TABLE LII

RATING OF SUPERVISOR AF BY THE CADET TEACHERS

Supervisor rating	Favorable						Unfavorable					
	1	2	3	4	5	6	1	2	3	4	5	6
Always willing to help	-	1	2	1	-	6	-	-	-	-	-	-
Unsympathetic	-	-	-	-	-	-	-	3	2	3	1	-
Definiteness of expectations	4	3	1	1	3	-	-	-	-	-	-	-
Indefiniteness	-	-	-	-	-	-	5	4	1	1	-	-
Harsh criticisms	-	-	-	-	-	-	1	3	-	3	1	-
Helpful criticisms	2	4	2	3	-	-	-	-	-	-	-	-
Inspiration to cadet teacher	1	1	2	4	2	-	-	-	-	-	-	-
Sympathetic attitude	-	3	5	2	1	-	-	-	-	-	-	-
Reasonable assignments	5	2	-	-	4	2	-	-	-	-	-	-
Unreasonable assignments	-	-	-	-	-	-	5	2	2	1	2	-
Unwilling to give needed help	-	-	-	-	-	-	1	-	4	-	4	-

Read as in Table XLII.

This supervisor (AF) was rated by the entire class of twelve cadet teachers. Four additional comments were made.

1. Has the same standard for all student teachers.
2. Good personal appearance.
3. Recognized good work and does not fail to say so.
4. A friendly attitude at all times.

General Opinions

The cadet teachers had almost an entire semester before they were asked to rate the "worth-whileness" of cadet teaching, the points in the program which they considered beneficial, and those portions of the program which were, for some reason, distasteful to them. Ample space was provided, so that they could add any other comments which they wished to make.

TABLE LIII

RATING OF GENERAL FEATURES
BY THE CADET TEACHERS

Items rated	Rank					
	1	2	3	4	5	6
A most worth-while undertaking	30	10	7	-	1	1
A fine place for children and teachers	12	12	4	4	-	-
Inspirational benefits to cadet teachers	15	16	10	-	1	-
Not worth the cost and effort	13	1	1	2	2	-
A waste of time	-	6	1	-	-	4
Overcrowded conditions	-	4	4	2	2	1

Read table thus: A most worth-while undertaking was rated first by thirty cadet teachers; second in importance by ten; third in importance by seven; none rated it fourth; one rated it fifth; and one rated it sixth. Read remainder of table in like manner.

Some of the additional comments made by the cadet teachers follow:

1. Classes are difficult to handle.
2. Ideas and theories taught here would not apply in an average school.
3. Too much theory, not practical.
4. Cadet teachers work for slave drivers and not men.
5. Long papers should be eliminated.
6. Easy to become acquainted.
7. A fine place to get subject matter.
8. Situations present are not true situations.

The next item investigated dealt with the cadet teachers' attitude toward cadet teaching as a compulsory course. They were asked to answer definitely the following question:

If student teaching participation were not legally required in order to obtain a certificate, and the course made an elective one rather than a requirements, would you, preparing to be the best teacher possible, still elect to take the course?

This question was answered in the affirmative by fifty-eight and in the negative by eleven.

Summary of Supervisory Rating, High School Division

Eleven supervising teachers were rated by the cadet teachers of the high school division of the laboratory school. These ratings have been presented in individual tables. These eleven tables were condensed into two tables, one presenting favorable evaluations of supervisors, as rated by the cadet teachers, and the other presenting those qualities which were disapproved.

TABLE LIV

SUMMARY OF SUPERVISORY RATING,
HIGH SCHOOL DIVISION

Supervisor rating	Favorable					
	1	2	3	4	5	6
Sympathetic with the cadet teacher	17	12	15	15	3	1
Frank criticism in a kindly helpful way	18	20	15	9	3	1
Definite as to what is expected of cadet	23	16	12	8	7	1
Inspires cadet to do better work	8	10	12	13	11	5
Reasonable assignments	9	5	12	6	11	17
Always willing to help	3	9	6	7	12	16

Read as in Table LIII.

In the above table definiteness on the part of the supervisor received the greatest number of first-place ratings; helpful criticism was second, while sympathetic attitude was third.

Since the cadet teacher was asked to give the same rating to those items which seemed to him to be of equal importance, there are more individual responses than there were cadet teachers who filled out the interview forms.

TABLE LV

SUMMARY OF SUPERVISORY RATING,
HIGH SCHOOL DIVISION

Supervisor rating	Unfavorable					
	1	2	3	4	5	6
Unreasonable assignments	20	13	8	4	11	-
Harsh, unfriendly criticism	8	12	12	3	2	-
Unwilling to give help when needed	7	8	11	5	8	-
Unsympathetic	5	7	8	12	8	-
Indefinite as to expectations	26	13	5	6	4	-

Read as in Table LIII.

In the preceding table twenty-six cadet teachers listed indefiniteness of the part of the supervising teacher as their primary grievance. Unreasonable assignments was another item against which many votes were cast; twenty cadet teachers considered it of sufficient importance to give it first rank. The number of objections to the other items was rather constant, as a glance at the table will show.

SUMMARY OF RESULTS DEALING WITH CADET

TEACHER INTERVIEWS

PART V

To obtain data upon the relationship between the cadet teacher and his supervisor, the writer conducted a series of interviews with both students and supervisors who were actively engaged in the Laboratory School of the Kansas State Teachers College of Emporia during the second semester of the school year 1932-33. Special interview forms were used in an effort to get a fair and frank expression from all the subjects to whom the interview forms were given.

It was necessary to tabulate the results in separate tables for the three administrative divisions of the laboratory school. This was done in order to insure clarity and brevity in the presentation of the results. The first part of this chapter, following the introductory explanation and general information, was given over to the tabulation and summary of the kindergarten-primary division, while the second part gave the results from the intermediate division, and the third part presented the tabulation and summary of the junior-senior high-school division.

It is the purpose in this summary to throw together the results of the three divisions as they have already been tabulated, set up these results in tables and explanations, and give therefrom a concise presentation of the results of the entire laboratory school from the standpoint of cadet teacher interviews. This final summary does not include the additional comments made by the cadet teachers; hence for these comments the reader must refer to the appropriate page and table.

General Information

There was a total of 278 cadet teachers who filled out the interview forms. Their age range was from seventeen to thirty-three years. Eighty or 29% have been assigned to the class in which they were doing their teaching participation; one hundred ninety-eight or 71% had selected the class which they desired; and seventy-four of the entire group had previous teaching experience, ranging from one-half a year to ten years in duration. Eighty-two or 29% considered teaching as only a stop-gap, while one hundred seventy-two or 62% planned to use teaching as a permanent activity. Many of the group were engaged in teaching participation because it was a prerequisite for a certificate which they desired: Sixty-eight or 25% were seeking to obtain a degree; one hundred six were working toward a life certificate; and one hundred four fulfilling the requirements for a three year state certificate. Twenty-four or 9% of the cadet teachers did not report as to whether they considered teaching as a stepping stone to some-

thing more desirable or more lucrative or whether they intended to remain in the teaching profession permanently.

TABLE LVI

SUMMARY OF RATING BY CADET TEACHERS OF REASONS
FOR DESIRING TO TEACH

Items rated	Rank					
	1	2	3	4	5	6
Fondness for children	114	66	28	6	8	2
Chance to render public service	27	60	31	14	3	1
Advice of friends or relatives	10	32	19	17	5	8
Influenced by salaries	12	19	29	6	9	5
Friends or relatives in school	3	5	11	3	4	2
Desire to please parents	10	22	23	18	4	3
Social prestige of teaching	9	20	34	10	6	-
No definite reason	47	20	9	5	2	-

Read table thus: One hundred fourteen cadet teachers rated Fondness for children as their primary reason for desiring to teach; sixty-six listed it second; twenty-eight listed it third and so on. Read remainder of table in like manner.

In the summary of the reasons for cadet teachers desiring to teach, it was discovered that one hundred fourteen listed fondness for children as their primary reason. This is 41% of the total number who reported. Forty-seven cadet teachers asserted that they had no definite reason or purpose in mind for desiring to teach. This is about 17% of the total number reporting. A chance to render public service was rated a poor third in the way of first place ratings, for it received twenty-seven first place ratings, or approximately 10% of the total number reporting.

TABLE LVII

SUMMARY OF REASONS FOR CADET TEACHERS
FEARING PRACTICE TEACHING

Items rated	Rank					
	1	2	3	4	5	6
Cadet teaching a "tough" course	143	35	19	4	1	1
Too much work for credit earned	44	67	27	10	-	-
Supervisors hard to please	18	29	31	11	1	-
Impossible to make a good grade	19	43	35	13	2	1
Feared inability to manage pupils	1	5	13	9	8	2

Read as in Table LVI.

Various reactions are experienced by those contemplating cadet teaching. Many students look forward to their practice teaching with a feeling of dread. It was sought to determine by means of this interview form just why many students feared the practice teaching course. In the table above is listed the summary of the reasons for fearing cadet teaching. One hundred forty-three cadets gave as their chief reason the fact that they had heard that it was a 'tough' course. Forty-four cadet teachers had heard that there was too much work for the credit earned. Nineteen had heard that it was difficult to please the supervisor.

Obviously the foundation for most of the beliefs prevalent in the minds of student teachers concerning practice teaching lies in the reports of students who have already taken the course. These reports color with anxiety the minds of the students before they even begin the course.

TABLE LVIII

SUMMARY OF REASONS FOR ANTICIPATING
CADET TEACHING WITH PLEASURE

Items rated	Rank					
	1	2	3	4	5	6
Advantages of skilled supervision	113	59	29	5	-	-
Fine reports concerning supervisors	4	9	19	17	11	--
Anxious to secure actual practice	95	65	18	5	2	-
Excellence of work in laboratory school	5	23	26	11	5	-
Cadet teaching very practical	11	50	61	18	3	2

Read as in Table LVI.

Many students are eager to begin their practice teaching; obviously a student's attitude toward practice teaching may greatly influence his reactions toward his work and its supervision. The table above presents the summary of the rating by the cadet teachers of their reasons for looking forward to their practice teaching course with pleasure.

The advantages of skilled supervision were listed as first in importance by one hundred thirteen cadet teachers or about 41% of those reporting. Ninety-five listed as their chief reason the fact that they were anxious to get some actual practice and really learn what teaching meant.

The survey in which these interviews took place was not inaugurated until near the end of the second semester 1932-33. This gave the cadet teachers an opportunity to have formed some opinions concerning the commendable features of the laboratory school. The table on the following page presents a summary

TABLE LIX

SUMMARY OF THE RATING OF THE COMMENDABLE FEATURES
OF THE LABORATORY SCHOOL

Items rated	Rank					
	1	2	3	4	5	6
Cadet teaching under well planned supervision	116	45	37	12	6	2
Opportunity for individual conferences	11	22	19	23	17	7
Theory and practice under the same supervisor	13	20	26	24	18	11
A hard task but well worth the cost	50	84	53	13	8	3
Weaknesses corrected before becoming habits	43	41	52	20	5	5
Chance to observe, practice and experiment	54	58	69	25	8	6

Read as in Table LVI.

of the total rating of the commendable features of the laboratory school by the cadet teachers. It can be seen from this table that the outstanding feature was that of cadet teaching under well planned supervision. This item was given first place rating by one hundred sixteen cadet teachers or about 42% of the total number reporting.

TABLE LX

SUMMARY OF RATING OF DISAPPROVED FEATURES
OF THE LABORATORY SCHOOL

Items rated	Rank					
	1	2	3	4	5	6
Too much time for credit earned	108	29	26	5	2	-
Not enough actual teaching participation	62	37	12	10	5	1
supervision not constructively helpful	4	9	6	2	3	1
Unable to use academic subject matter	14	21	18	1	2	2
Not enough chance to experiment	11	25	18	6	3	-
Uncertain as to wants of supervisor	30	46	26	11	1	2
Supervisory criticism improperly made	3	6	8	1	-	2
Remedy for teaching defects not given	4	18	14	5	5	1

Read as in Table LVI.

The survey in which these interviews took place was not started until near the end of the semester. This gave the cadet teachers ample opportunity to have formed some opinions concerning the features of the laboratory school of which they did not approve. The table given at the top of the page presents a summary of the rating of the adverse features of the laboratory school by the cadet teachers. One hundred eight cadet teachers listed as their chief criticism the fact that the course involved entirely too much work for the credit earned. This item was given a first place rating by approximately 39% of the total number reporting. Sixty-two believed that there was not enough actual teaching and gave that item a rating of sixty-two first place rankings.

Summary of General Opinions

An attempt was made to get a general reaction of the cadet teachers toward the entire system of cadet teaching. The cadet teachers were asked to rate according to order of import-

TABLE LXI

SUMMARY OF THE RATING OF THE GENERAL FEATURES BY THE CADET TEACHERS

Items rated	Rank					
	1	2	3	4	5	6
A most worth-while undertaking	121	47	39	1	1	1
A fine place for children and teachers	55	79	49	6	-	-
Inspirational benefit to cadet teachers	54	74	51	2	1	-
Not worth the cost and effort	17	4	2	4	3	-
A waste of time and effort	2	7	1	-	-	5
Overcrowded conditions	2	11	8	5	2	1

Read as in Table LVI.

ance a number of suggested items, and space was also given for the addition of any other comments which they might wish to make. The results of this summary of general opinions are given in Table LXI.

The results of the table on the preceding page show that all the general opinions which have been heavily rated by the cadet teachers are commendable one. One hundred twenty-one cadet teachers considered that it was a very worth-while course in college and gave it a first place rating with a score of one hundred twenty-one or 43% of the total number reporting.

The summary of the responses of the cadet teachers as to whether or not they would take cadet teaching if it were elective instead of required, provided they had known at the beginning of the course what they knew about the system when they had finished, was answered affirmatively by two hundred thirty-three and in the negative by twenty-six.

Summary of Supervisory Ratings by the Cadet Teachers

A total of thirty-three supervisors were teaching in the Laboratory School at the time of this survey and of this total ratings were secured on thirty. These thirty supervisors were rated by two hundred seventy-eight cadet teachers. This rating has already been given according to individual supervisors, as well as a summary of the ratings of the supervisors for each of the three administrative divisions.

In order to get a complete summary of the favorable and unfavorable supervisory ratings, the summaries of the three divisions have all been put together in two tables, one dealing with favorable, the other with unfavorable, ratings.

TABLE LXII

SUMMARY OF THE RATINGS OF FAVORABLE
SUPERVISORY QUALITIES

Items rated	Rank					
	1	2	3	4	5	6
Sympathetic with the cadet teacher	99	56	53	37	12	10
Definite as to what is expected of cadet	91	56	29	25	31	5
Frank criticism in a kindly helpful way	93	95	66	23	9	8
Inspires a cadet to do better work	34	55	60	40	26	13
Reasonable assignments	44	27	52	50	37	38
Always willing to help	31	43	53	49	43	31

Read as in Table LVI.

TABLE LXIII

SUMMARY OF THE RATINGS OF UNFAVORABLE
SUPERVISORY QUALITIES

Items rated	Rank					
	1	2	3	4	5	6
Unreasonable assignments	54	26	23	11	19	-
Harsh, unfriendly criticism	32	29	24	11	8	-
Unwilling to give needed help	16	26	29	10	14	-
Indefinite as to expectations	119	36	14	13	8	-
Unsympathetic	28	37	30	20	13	-

Read as in Table LVI.

Table LXII indicates that the three items, sympathetic attitude, definiteness and frank criticism, rank very closely together in the estimation of the cadet teacher with respect to favorable supervisory qualities.

In Table LXIII it is shown that one hundred nineteen cadet

teachers listed as their primary grievance the fact that they were uncertain as to what they were supposed to do or how they should proceed. They maintained that they should be instructed more definitely regarding the expectations of the supervisor and the methods of procedure.

Fifty-four listed unreasonable assignments as outstanding among the unfavorable qualities. Many students claimed that in order to teach successfully in the laboratory school, they were forced to slight their academic subjects.

CHAPTER VIII

RESULTS OF INTERVIEWS WITH SUPERVISING TEACHERS

Introductory Explanations

It is undoubtedly true that the most important and critical phase of teacher training comes at that time when the prospective teacher is taking his supervised cadet teaching. Upon the supervising teachers falls the serious duty of properly training those who will in their turn influence the next generation. The main problem centers about adequate training and how it should be undertaken.

Supervision is a cooperative enterprise and in order to be successful there must be that mutual understanding between the cadet teacher and the supervisor which will insure both a fair, generous, and sympathetic treatment.

By means of a series of interviews, information was secured divulging the relationship between cadet teachers and their supervisors. These interviews were held with both the cadet teachers and the supervising teachers actively engaged in the Laboratory Schools of the Kansas State Teachers College of Emporia during the second semester of the school year 1932-33.

Special interview forms were used in obtaining this information.* Every effort was made to get a fair and frank

* See Appendix B for complete interview form.

expression from the supervising teachers about the cadet teachers and the problems arising in the fields of their activity.

The first section of the interview form used by the supervising teachers offered a list of suggested items dealing with supervisory difficulties in the handling of the cadet teachers. The supervisors were asked to rate according to their importance those difficulties which had confronted them while in their supervisory capacity. Ample space was allowed for the addition of other items which the supervisors might wish to include.

TABLE LXIV
SUPERVISORS' RATING OF DIFFICULTIES
WITH CADET TEACHERS

Items rated #	Rank								
	1	2	3	4	5	6	7	8	9
Cadet teachers resent supervision	-	-	1	-	1	2	3	4	3
Little cooperation	-	-	-	-	1	4	3	3	2
Desire to get by	1	1	5	3	3	2	4	1	1
Race problem	-	1	-	1	-	-	-	-	4
Cadets consider assignments heavy	1	1	-	1	2	4	1	2	4
Lack of feeling of responsibility	8	1	4	4	2	1	-	-	-
Too many social activities	1	-	3	1	1	1	4	2	5
No desire for professional growth	1	4	-	2	6	2	1	2	1
Lack the ability to teach	7	7	5	-	1	2	-	-	-
Poor mastery of subject matter*	5	4	2	1	-	-	-	-	-
Little originality*	1	2	1	-	1	-	-	-	-
Insufficient preparation*	-	2	-	-	-	-	-	-	-
Too much outside work*	-	-	-	-	1	-	-	-	-
Lack of personality*	-	1	1	-	-	1	1	-	-
Little understanding of psychology*	-	-	1	-	-	-	-	-	-
Too many cadets in one grade*	1	-	-	-	-	-	-	-	-
Poor English*	-	-	-	-	-	1	-	-	-
Insufficient background*	-	-	-	1	-	-	-	-	-

Read as in Table LVI.

* Items added and rated by the supervising teachers.
See Appendix B for complete interview form.

According to the preceding table, the three salient difficulties that the supervising teachers have with the cadet teachers are, first, a lack of responsibility, second, a lack of ability to teach and, third, incomplete mastery of subject matter.

TABLE LXV
SUPERVISORS' RATING OF REASONS FOR FAILURES
IN CADET TEACHING

Items rated	Rank								
	1	2	3	4	5	6	7	8	9
Inability to control pupils	5	5	3	4	2	-	4	-	1
Impediments of speech	-	-	1	-	1	-	-	10	-
Self consciousness	2	4	2	1	3	6	2	1	-
Poor knowledge of subject matter	12	5	2	4	-	-	-	-	-
Poor qualities of leadership	3	5	4	7	2	1	-	-	-
Very little initiative	2	6	7	3	2	1	-	-	-
Not interested in teaching	-	-	-	1	4	4	5	2	1
Low decile rating*	1	1	2	-	3	2	5	2	-
Lack of adequate methods*	-	-	1	-	-	-	-	-	-
Poor command of subject matter*	-	1	-	-	-	-	-	-	-
Weakness of personality*	1	-	-	-	-	-	-	-	-
Poor voice quality and control*	-	-	-	-	1	4	-	-	-
Inability to follow the trend of pupil thinking*	1	-	-	-	-	-	-	-	-
Lack of sympathy for pupils*	-	2	-	-	-	-	-	-	-
Inability to use pupils response and questions effectively*	-	-	-	-	1	1	-	-	-

Read as in Table LVI.

A poor knowledge of subject matter is given as the chief reason for cadet teacher failures. The next reason of importance is the inability to control pupils.

* Items added and rated by the supervising teachers.

TABLE LXVI

WEAKNESSES OF STUDENT TEACHING
UNDER THE PRESENT SYSTEM

Items rated	RANK							
	1	2	3	4	5	6	7	8
Too many cadet teachers per supervisor	10	1	1	2	-	-	-	-
Too little actual teaching for cadets	5	8	5	-	-	-	-	-
System not selective enough	10	6	7	-	-	-	-	-
Inadequately equipped	3	2	1	5	3	-	-	-
Teaching hours of supervisor too long*	-	5	2	-	-	-	-	-
Insufficient time for individual conferences*	-	-	-	1	-	-	-	-
Life certificate and degree students in the same class*	-	-	-	1	-	-	-	-
Students do not get broad enough scope when teaching only one or two subjects*	-	-	-	1	-	-	-	-
Complications resulting from work with three year state students*#	-	-	-	1	-	-	-	-

Read as in Table LVI.

In the table give above, the supervising teachers were asked to rate the items dealing with what they considered to be the weaknesses of the present system of cadet teaching. They were to rate these items according to the order of importance and to add any other which they might have in mind.

The results show that ten supervising teachers believed that the chief weaknesses were the consequence of the fact that there were too many student teachers per supervisor. During the semester in which this investigation was made, it was found that the number of cadet teachers per supervisor ranged from as low as two to more than thirty. The greatest

* Items added and rated by the supervising teachers.

*# Added but not rated.

number of cadet teachers per supervisor was found in the two lower divisions of the laboratory school.

A typical situation in a large number of state teacher preparing institutions with respect to the supervisory load is given by Farmer, who describes the situation as follows:¹

Twelve critics have from one to five students.
 Fifteen critics have from six to ten students.
 Fifteen critics have from eleven to twenty students.
 Nine critics have from twenty-one to thirty-six students.
 Two critics have from sixty-six to ninety-two students.

Ten supervisors gave the opinion that a weakness of equal importance with that of too many cadets per supervisor was that of the regulations regarding admittance to cadet teaching. Since this is a public institution, all must be admitted to cadet teaching who present themselves for that purpose.

TABLE LXVII

ADVANTAGES OF STUDENT TEACHING
 UNDER THE PRESENT SYSTEM

Items rated	Rank					
	1	2	3	4	5	6
Cadet teaching under well planned supervision ¹	11	9	6	-	-	-
Individual conferences	-	14	12	1	-	-
Chance for observation, practice, experiment	21	5	2	-	-	-
Theory and practice fit together*#	-	-	-	-	-	-
Students gain knowledge of subject matter as well as technique*	-	-	1	-	-	-
Growth of cadet through participation*	-	-	-	1	-	-

Read as in Table LVI.

* Added and rated by supervising teachers.

*# Added but not rated.

1. Farmer, A. N., Conditions and Needs of Wisconsin's Normal Schools, State Board of Public Affairs, Madison, Wisconsin. p. 254. 1914.

According to the preceding table, the chief advantage noted by the supervising teachers was the fact that there was ample opportunity for observation, practice and experimentation. Well-planned supervision for cadet teaching was also considered as an outstanding merit.

TABLE LXVIII

PUPIL DIFFICULTIES DUE TO PRESENCE
OF CADET TEACHERS

Items rated	Rank					
	1	2	3	4	5	6
Unruly conduct	2	7	7	3	1	-
Formation of undesirable habits	9	3	1	3	-	-
Lack of interest in school work	1	4	7	5	-	-
Tendency to try out the cadet teacher	9	6	3	2	-	-
Tendency to do work less thoroughly*	1	-	-	-	-	-
Tendency to develop dependency*	2	-	1	-	1	-
Wrong notions imparted by cadet teachers*	1	-	-	-	-	-
Interest slumps when cadet teacher is not resourceful and creative*	1	-	-	-	-	-
Pupils sense difference between cadet teacher and the supervisor*#	-	-	-	-	-	-
Too many student personalities to which young children must adjust themselves*	-	1	-	-	1	-
Lack of background and essentials in major subject by cadet teachers*#	-	-	-	-	-	-
Loses interest of children by working too slowly*	1	-	-	-	-	-

Read as in Table LVI.

There is no question that the presence of cadet teachers in the classroom adds to the difficulties of the supervisor in the handling of the pupils. A list of suggested difficulties

* Items added and rated by the supervising teachers.

*# Items added but not rated.

were given to the supervising teachers to rate according to the order of importance. They were also asked to include any additional ones which they might have in mind. The results of the rating of these difficulties are given in the table on the preceding page.

The two chief difficulties, according to the table, concerned (1) formation of undesirable habits resulting from contacts with the cadet teachers and (2) the tendency to try out the cadet teacher.

Suggested Changes

The supervising teachers were asked to list a number of changes or additional features which might bring about a better understanding and feeling of cooperation between the cadet teachers and the supervisors. The number in parenthesis preceding the statement or suggestion represents the number of supervisors who suggested the item.

1. (6) More time for student and supervisor to discuss work.
2. (7) Opportunity to meet students in a social way.
3. (3) Daily conference after each class.
4. (2) Fewer cadet teachers per supervisor.
5. (1) Supervisor should have charge of teaching at all times.
6. (1) Observation and participation in more subjects.
7. (1) Better prepared student teachers both in content of subject matter and in English.
8. (1) Establishment of a professional semester.

9. (1) Frank talk with students concerning conference requirements.
10. (1) A course in the philosophy of education required of all students before entering practice teaching.
11. (1) Students should be required to pass subject matter tests in addition to regular requirements.
12. (1) Student taking practice teaching in a skill subject should also do teaching in a subject matter course.
13. (1) Limitation in number of hours of work during the semester of practice teaching.
14. (1) Definite understanding as to the amount of time necessary to do good work in practice teaching.
15. (1) Better training in modern languages especially Spanish.

Among the suggested changes, two suggestions stand out. In the first place, more time is needed for discussions and conferences between the student teacher and the supervisors concerning the work of practice teaching. In the second place, an opportunity for meeting the cadet teachers in a social way will do much toward establishing a better feeling among the persons concerned.

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

PART I

SUMMARY OF GENERAL FEATURES

Introductory Remarks

The purpose of this study was to investigate the rapport which exists between the cadet teachers and their supervisors in teacher training institutions. While a great deal of space was devoted to the historical developments in foreign countries as well as in the United States, the real crux of this study was centered about the laboratory school of the Kansas State Teachers College of Emporia. This teacher training system was given specific treatment and most of the conclusions and recommendations are based upon the results of the interviews carried on with the cadet teachers and the supervising teachers actually at work in the laboratory schools of the Emporia State Teachers College during the second semester of the school year 1932-33.

Many books have been written concerning the supervision of teachers in the school of this country, but very little is found which has a specific treatment of cadet teacher and supervisory relationships. The one salient contribution in this field has been the book Supervised Student Teaching, written and compiled by Arthur Mead in 1930.

The scope of this study comprises first, a wide historical development of teacher training and second, a specific treatment of teacher training participation in the laboratory schools of the Kansas State Teachers College of Emporia. In this second portion of the study, considerable attention was given to the present set-up with respect to cadet teacher and supervisory relationships.

Teacher Training Development in Foreign Countries

The origin of teacher training is obscure; it may have its beginnings in the medieval pageship, apprenticeship system, guilds, or in the teaching of the younger children of the family by the older children. Early teacher training in England was centered in the monitorial systems of Lancaster and Bell, and in the Shuttleworth apprenticeship system. To France goes the credit of having the first teacher training class in the world, that of Father Demia at Lyons. The first public normal school was located at Paris in 1794. In 1808 the Napoleonic plan of educational reorganization included normal schools; but France's real foundation for normal schools was laid by the laws of 1833, which provided in addition to a normal school system, model schools which were under the control of the director of the normal school. The beginning of teacher training in Germany was marked by the establishment of Fraake's seminarium Praeceptorium at Halle in 1697. In 1819 the Prussian Government made possible the establishment of normal schools. Because most of these early teacher training institutions could not provide model or practice schools, those desiring practice

were compelled to use the lower classes of the normal school itself. A small amount of work in teacher training was also done at an early date in Austria, Holland, and Switzerland.

Teacher Training Development in the United States

The first teacher training institutions in the United States were private institutions and had as their beginning the foundation of the Franklin Academy in 1756; however, the first real teacher training school in America was the private school of Samuel Hall founded at Concord, Vermont, in 1823. The rise of the monitorial system of Lancaster and Bell gave teacher training an impetus throughout the academies of the land. The first definite step in the United States toward the professional education of teachers was the normal school idea as developed in the academy. Years of endeavour on the part of enlightened educators were necessary in order to put across the idea of public normal schools. Much credit for the rise of the public normal school should go to such men as Carter, Mann, and Brooks. The first public normal school was established at Lexington, Massachusetts, in 1839.

The normal schools of Kansas show the effects of the early normal schools of Massachusetts. The Kansas Normal School took its form of organization from Illinois, which had in turn taken its set-up from the normal schools of Massachusetts. Most of the early normal schools provided teacher training either in the form of model schools or through arrangement with the authorities of the city schools. Many of the later normal provided by statute for the establishment and maintenance of a practice school.

Teacher Training Development at the Kansas State

Teachers College of Emporia, Kansas

The early model schools and provisions for practice teaching survived a rather precarious existence at Emporia. Sometimes facilities were provided at the normal school and again at the city schools. Beginning with the year 1880, the establishment of a model school was made at the normal school which has continued to the present day and is now known as the laboratory school. The present laboratory school constitutes all the grades from the kindergarten through the senior high school.

Statutory Basis

The laws of Kansas providing for the establishment of teacher training institutions have for their beginning the laws of 1863, in which provision was made for the establishment of a normal school at Emporia, Kansas. The laws of 1864 went one step farther by providing for the organization and government and the necessary appropriations. Provisions were made for an experimental school in which to harmonize theory and practice. The development of the normal school at Emporia has been constant. Following upon its humble beginnings, the first step was the establishment of a department of physical education in 1880. By 1888 those who desired to specialize in drawing, music, language, or science could do so. Work in industrial arts was started in 1890, and the Summer Session also inaugurated in that year. In 1898 the degree "Bachelor of Pedagogy", forerunner of the present-day degree, was first issued. Library work was begun in 1902 and Commerce in 1906. In 1913 the degree "Bachelor

of Science" was given, and in 1929 the degrees "Master of Science" and "Bachelor of Arts". In 1923 the name Kansas State Normal was changed to Kansas State Teachers College of Emporia.

Other normal schools in the state were originally branches of the institution at Emporia. They are now independent and known as The Fort Hays State College at Hays, and The Pittsburg State Teachers College at Pittsburg. There were also a number of private normal schools in Kansas at one time; thus the state was aided at a time when it seriously needed trained teachers.

Present Status and Set-Up of Teacher Training at the Teachers College, Emporia Kansas

All teaching participation by cadet teachers is done in the campus laboratory school. This laboratory school is divided into three divisions for administrative purposes, the kindergarten-primary, the intermediate, and the junior-senior high school. Cadet teaching participation may be taken in any grade from the kindergarten through the high school, and both theory and practice may be taken under the same supervisor.

All supervisors are considered as regular members of the faculty of the Kansas State Teachers College of Emporia. A minimum requirement for those who teach in the laboratory schools necessitates that they have a master's degree and previous outstanding teaching experience in the field in which they teach.

The purpose of the laboratory is to set up, as far as is humanly possible, the best learning conditions for the children who attend. It is maintained that the student teacher

will learn to teach in the type of school in which the pupil learns best.

PART II

Summary of Results Dealing with

Cadet Teacher Interviews

Introductory Remarks

A study was made to determine the relationship existing between the cadet teachers and their supervisors, all of whom were actively engaged in the laboratory school of the Kansas State Teachers College of Emporia during the second semester of the school year 1932-33.

Special interview forms were used. These interviews called both for general information and also the rating of the supervising teachers by the cadet teachers. The cadet teachers were asked to rate their supervisors with respect to favorable and unfavorable qualities. In tabulating the results, it was necessary to set up the results and tables according to the three administrative divisions of the laboratory school. The first part of the chapter dealing with these interviews comprised introductory remarks and explanations. Following the introductory remarks, the first part of Chapter VII constituted the tabulation and summary of the kindergarte-primary division. The tabulation of results and summary of the intermediate division followed, and last of all the junior-senior high school. In the end a complete summary of the three administrative divisions was given; this included all results of general information, as well as the tabulated

results of the supervisory rating.

General Information

During the semester in which this survey was taken, there were approximately three hundred and ten cadet teachers enrolled in the laboratory schools. Two hundred seventy-eight, or 90% of those actively engaged in practice teaching, were interviewed. Their ages ranged from seventeen years to thirty-three years. Eighty cadet teachers or 29% were assigned to the particular class in which they were teaching, while one hundred ninety-eight, or 71%, selected the class which they preferred. Seventy-four, or 26%, had previous teaching experience ranging from less than one year to not more than ten years. Eighty-two stated that they intended to use teaching as a stepping stone to something better, while one hundred seventy-two intended to teach permanently.

Reasons for Desiring to Teach

In the summary of the reasons given for desiring to teach, it was discovered that one hundred fourteen listed fondness for children as their primary reason, forty-seven listed no definite reason and twenty-seven stated that a chance to render public service was their chief motive. There were other items for rating given but the three listed above predominate.

Reasons for Leaving Cadet Teaching

. One hundred forty-three cadet teachers gave as their

chief reason for fearing practice teaching the fact that they had heard that it was a "tough" course. Forty-four had heard that there was too much work for the credit earned. Eighteen had heard that it was difficult to please the supervisors, whereas nineteen had heard that it was impossible to make a good grade.

Reasons for Anticipating Cadet

Teaching with Pleasure

The advantages of skilled supervision was listed as first in importance by one hundred thirteen cadet teachers; ninety-five gave as their primary reason the fact that they were anxious to get actual practice, and eleven felt that their greatest reason was that they believed cadet teaching to be very practical.

Summary of the Rating of the Commendable Features of the Laboratory School

In the rating of the commendable features of the laboratory school by the cadet teachers, one hundred sixteen gave first place rating to cadet teaching under well-planned supervision. A chance to observe, practice, and experiment was given first place rating by fifty-four. Fifty considered it a hard task but well worth the cost, and forty-three believed that the chance to correct teaching weaknesses before they became habits was outstanding in importance.

Rating of Adverse Features of the Laboratory School

One hundred eight thought that there was too much time spent for the credit earned. Sixty-two said that there was not enough actual teaching participation, and thirty asserted that they were uncertain as to the wants of the supervisor.

Summary of General Features

Among the general opinions rated by the cadet teachers, the commendable features received considerable weight. One hundred twenty-one gave first place to the fact that cadet teaching was a most worth-while undertaking, fifty-five gave a first place rating to the fact that it was a fine place for children and teachers, and fifty-four stressed the inspirational benefits to cadet teachers. Of the total answers of the cadet teachers as to whether or not they would take cadet teaching if it were elective instead of required, provided they might know at the beginning of the course what they knew at the end, "yes" was recorded by two hundred thirty-three and "no" by twenty-six.

Summary of Favorable Supervisory Qualities

Ninety-nine cadet teachers placed highest a sympathetic attitude toward the cadet teacher in his difficulties, ninety-one gave first place to definiteness as to what the supervisor expected of the cadet teacher, ninety-three thought that frank criticism in a kindly helpful manner merited first place, forty-four stress reasonable assignments, thirty-four rated the inspirational benefits primary in importance. Thirty-one cadet

teachers rated highest willingness on the part of the supervisor to help.

Summary of Unfavorable Supervisory Qualities

The complete summary of the unfavorable ratings of the supervisors by the cadet teachers shows that one hundred nineteen listed as their primary grievance the fact that the supervisors were indefinite as to what they expected of the cadet teachers. Fifty-four rated unreasonable assignments as the leading unfavorable criticism, thirty-two were opposed to harsh unfriendly criticism, twenty-eight stressed unsympathetic attitude, and sixteen stressed unwillingness to give needed help.

PART III

Results of Interviews with Supervising Teachers

Introductory Explanations

In order that the cooperative enterprise of supervising be successful, there must be mutual understanding between the cadet teacher and his supervisor. A series of interviews were conducted to discover the relationship existing between these two groups and their mutual reactions. In the preceding summaries the reactions of the cadet teachers have been given. A total of thirty-three supervising teachers were actively engaged in the laboratory school when this survey study was conducted, and twenty-seven, or 82%, reported in this survey.

Supervisory Difficulties with Cadet Teachers

The results of the interviews with the supervising teach-

ers show that the three principal difficulties experienced in handling cadet teachers as follows: first, a lack of feeling of responsibility of the cadet teacher for the welfare of the class; second, a lack of ability to teach; and third, the poor mastery of subject matter.

Reasons for Failures in Cadet Teaching

The principal reasons for failures in cadet teaching were as follows: first, a poor knowledge of subject matter; second, the inability to control pupils; third, the showing of poor qualities of leadership; and fourth, very little initiative.

Weaknesses of Cadet Teaching Under the Present System

The supervising teachers point out the weaknesses of the cadet teaching system as follows: first, the fact that there are too many cadet teachers for each supervising teacher; second, the system of admitting students to cadet teaching is not selective enough; and third, there is not enough actual teaching participation for each cadet teacher. It was found that the number of cadet teachers per supervisor ranged from as low as two to as many as thirty or more, with the greatest load being carried by the supervising teachers of the two lower administrative divisions.

Advantages of Cadet Teaching under the Present System

The advantages of cadet teaching under the present system, according to the supervisors were listed as follows: first, an ample opportunity for observation, practice and experimentation,

and second, a system of cadet teaching under well-planned supervision.

Pupil Difficulties Due to the Presence of Cadet Teachers

Obviously the presence of cadet teachers may greatly increase the difficulties of the supervising teacher. Some of these difficulties have been expressed by the supervising teachers as follows; first, the formation of undesirable habits on the part of the pupils; second the tendency to try out the cadet teacher; and third, the tendency toward developing a habit of dependency.

Changes Suggested by the supervising Teachers

The supervising teachers were asked to suggest a number of changes or additions which might improve the policies of the present system. These comments and changes follow:

1. More time for student and supervisor to discuss work.
2. Opportunity to meet the students in a social way.
3. Daily conference after each class.
4. Fewer cadet teachers per supervisor.
5. Observation and participation in more subjects.
6. Supervisor should have charge of teaching at all times.
7. Better prepared student teachers both in subject matter and in English.
8. Establishment of a professional semester.
9. Frank talk with students concerning conference

- requirements.
10. A course in the philosophy of education for all students anticipating practice teaching.
 11. Requirement that student teachers pass subject matter tests in addition to regular requirements.
 12. Requirement that students taking practice teaching in a skill subject also do teaching in a subject matter course.
 13. Limitation on the number of hours of work during the semester of practice teaching.
 14. Definite understanding as to the amount of time necessary to do good work in practice teaching.
 15. Better training in modern languages, especially Spanish.

PART IV

Conclusions

Supervision is a cooperative enterprise; for this reason it demands a willing attitude plus the ability to put into execution this willingness. Students and supervisors must be mutually cooperative in order that this critical period, known as cadet teaching, be successful.

Any system of teacher training and preparation must be subject to constant change. What is up-to-date to-day may be out-of-date to-morrow, for rapid discoveries are being made in the psychology of learning, in the measurement of human traits, and in curriculum construction.

Any institution which prepares teachers for the schools of the land should have first of all a good laboratory school. A well organized system must integrate theory, subject matter, personal characteristics and actual teaching activities.

The successful supervisor must have the time and the ability to develop new teachers. Despite the adequate training and background of the supervisor, he will yet be handicapped if his supervisory load is excessive. It is a truism to say that no supervisor, however capable, can do satisfactory work if burdened with too many students.

The ideal situation would be one in which those are recruited who are particularly fitted for the profession. A more selective group of cadet teachers will obviously raise the standards, in addition to alleviating many of the difficulties which the system must now confront.

PART V

Recommendations

It is obviously a difficult problem to make recommendations concerning a laboratory school which not only ranks among the foremost in the United States but is also constantly developing and improving its policies. In turn, such recommendations are offset by the fact that any public institution of learning, such as the Kansas State Teachers College of Emporia, is subject to restrictions and regulations over which it cannot possibly have control. Nevertheless, some suggested changes accompanied by brief explanations, will be set forth; needless to say, these suggestions grew out of the results of this study.

1. A more definite understanding between the cadet teachers and their supervisors with respect to supervised student teaching activities.

The chief criticism offered by the cadet teachers was that of indefiniteness on the part of the supervisors. They did not know what was expected of them concerning the course in practice teaching. Perhaps a more definite set of requirements and goals for the students to follow would alleviate the situation.

2. An abundance of patience and sympathy with the cadet teacher in his supervised teaching difficulties.

The cadet teacher enters his student teaching with a mixture of emotions and a complexity of attitudes. Many have no conception of what it means, while others have gained erroneous notions from other students who have traveled the road before them. The supervising teacher must at this critical period exhibit a high degree of patience and sympathy with these novices who are comparable to children of the kindergarten as they endeavour to perfect themselves in their chosen field.

3. Fewer cadet teachers per supervisor.

As previously stated, the number of cadet teachers per supervising teacher may vary from few to many. One of the essentials in good supervision is ample opportunity for individual conferences, for it is here that the supervisor finds an unlimited opportunity to instil habits of good pedagogy into the neophyte. This cannot be done if the supervisory load is too heavy.

4. A more selective system of choosing student teachers.

The best results cannot be secured when an institution must train all those who have the qualifications for admittance, for at the start it is certain that there are many who are doomed to failure. Meade¹ lists what he terms four phases of preliminary selection: scholastic records, quality in fundamental mental processes, quality of personal traits, and physical status. He would eliminate all those in the lower 25% according to scholastic records and in the quality of fundamental mental processes. Standards in certain physical qualities should be established and enforced, for some physical qualities would eliminate a candidate no matter how promising his other qualities might be. The selection of the candidate from the standpoint of personal traits requisite to good citizenship naturally depends upon the judgment of those who constituted the agency of selection.

5. Fewer laborous units and plans, arbitrarily set by the supervisor.

It may be questioned as to whether or not the laborious practice of writing lengthy units and plans is worth the price and labor involved. It is certain that this is one feature which makes the student teaching course hard for many. Is it worth the price, or would it be better to substitute for this feature of cadet teaching by assigning additional observation periods, not only in the class in which the cadet teaching is done but in other classes as well.

1. Mead, Arthur Raymond, Supervised Student Teaching, p. 855, Johnson Publishing Company, New York, 1930. 341 pages.

6. A course in the philosophy of education required of all cadet teachers, previous to or concurrently with teaching.

One's future success in his chosen field depends upon his philosophy, both a general philosophy of life itself, and a more specific philosophy of the field in which he labors. A thorough foundation in the philosophy of education for all cadet teachers would contribute greatly to the success of the prospective teacher.

7. Opportunity to meet the cadet teachers in a social way.

Among the chief suggestions made by the supervisors themselves was that of a need for meeting the cadet teachers in a social way, to promote a better relationship between the two groups. Individuals grow to understand and appreciate one another through many channels. Not the least of these opportunities is that of friendly association outside of office hours, when the cares and anxieties of professional life are set aside, and a spirit of freedom, congeniality and relaxation may have a chance to further good fellowship.

8. Establishment of a professional semester.

The establishment of a professional semester would provide the cadet teacher with ample time and opportunity to devote his energies to teaching participation and observation.

9. A better knowledge of subject matter on the part of the cadet teacher.

One of the salient causes of cadet teacher difficulties and failure is insufficient or even poor preparation in that field in which the cadet does his teaching. A higher standard of preparation should be required, for it is obvious that

the poorly equipped teacher can at best get poor or unsatisfactory results, a situation which too often draws down unmerited criticism upon the supervising teacher.

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APPENDIX A

COMPLETE INTERVIEW FORM USED BY THE CADET TEACHERS

INTERVIEW FORM (Cadet Teachers)

Age.....Classification.....Supervisor.....

The class or classes you are teaching.....

State whether this class was assigned to you or whether you selected it..... Have you had any previous teaching experience?..... If so, how much?.....

State whether you plan to enter the teaching profession as a permanent activity or as a stepping stone to something else..... Are you taking cadet teaching in order to satisfy a requirement for: a three-year state, a life certificate, a degree? (Encircle which). Why are you preparing to become a teacher? (Below are listed a number of suggested reasons; add any others which you have in mind. Number according to their of importance 1, 2, 3, etc., as they affect you. Leave all suggestions blank which do not affect you.)

- () A fondness for children.
- () An opportunity to render public service.
- () Advice of friends or relatives.
- () Influenced by salaries paid to teachers.
- () Friends or relatives in school.
- () Desire to please parents.
- () Influenced by social prestige which goes with teaching.
- () No definite reason except just the desire to teach.

- ().....
- ().....
- ().....

Did you look upon entering cadet teaching with pleasure or with a feeling of dread in the necessity of satisfying a requirement for a certificate? (Below are listed a number of suggested reasons; add any others which you have in mind. Number according to their order of importance 1, 2, 3, etc., as they affect you. Leave all suggestions blank which do not affect you.)

FEARED CADET TEACHING BECAUSE:

- () Had always heard that practice teaching was a "tough course".
- () Too much work for the credit earned.
- () Supervisors were harsh and difficult to please.
- () Impossible to make good grade.
- () Pupils of the laboratory school were hard to manage.
- ()
- ()
- ()

ANTICIPATED CADET TEACHING WITH PLEASURE BECAUSE:

- () Welcomed the opportunity to learn under skilled supervision.
- () Heard that the supervising teachers were fine.
- () Anxious to get some actual practice.
- () High type of work done by pupils of the laboratory school.

() Cadet teaching considered to be a very practical course.

()

()

()

ANTICIPATED CADET TEACHING WITH PLEASURE BECAUSE:

() Welcomed the opportunity to learn under skilled supervision.

() Heard that the supervising teachers were fine.

() Anxious to get some actual practice.

() High type of work done by pupils of the laboratory school.

() Cadet teaching considered to be a very practical course.

()

()

()

Enumerate the weaknesses which you have in mind concerning cadet teaching or what you consider to be undesirable features of the course. (Below are listed a number of suggested items, add to this list any others which you have in mind. Number according to their order of importance 1, 2, 3, etc., as they affect you.)

() It requires too much time for the credit earned.

() Not enough actual teaching participation.

() Supervision was not constructively helpful.

() No chance to use the subject matter of the academic school.

- () Not enough of an opportunity to experiment.
- () Difficult to know what the supervisor wanted or expected.
- () Supervisory criticism made in an unfriendly manner.
- () Supervisor failed to point out remedies for teaching defects.
- ()
- ()
- ()

What commendable features of the laboratory school have come to your attention as a cadet teacher? (Below are listed a number of suggested items, add any others which you have in mind. Number according to their order of importance 1, 2, 3, etc., as they affect you. Leave all suggestions blank which do not affect you.)

- () Chance to do cadet teaching under well planned supervision.
- () Ample chance for individual conferences with supervisor.
- () Cadet teaching a hard task but well worth the cost.
- () Chance to correct teaching weaknesses before they become habits.
- () Chance to observe, practice, and experiment.
- ()
- ()
- ()

There are a number of qualities which a good supervisor should possess. (Below are listed a number of suggested qualities

which may apply to your supervisor or supervisors, add to this suggested list any other qualities which you have in mind and number according to their importance 1, 2, 3, etc., those qualities which have affected you or come to your attention) Leave all suggestions blank which do not affect you.

- () Sympathetic with the cadet teacher in his difficulties.
- () Definite as to what is expected of the cadet teacher.
- () Frank criticism in a kindly helpful manner.
- () Inspires a cadet teacher to do better work.
- () Reasonable assignments.
- () Always willing to help.
- ()
- ()
- ()

There are a number of qualities or practices which a supervisor should not possess. (Below are listed a number of suggested qualities or practices which may apply to your supervisor or supervisors, add to this list any other qualities or practices which you have in mind and number according to importance 1, 2, 3, etc., those qualities which have affected you or come to your attention.) Leave all suggestions blank which do not affect you.

- () Unreasonable assignments.
- () Harsh unfriendly criticism.
- () Unwilling to give help when needed.
- () Indefinite as to what is expected of the cadet teacher.
- () Unsympathetic with the cadet teacher in his difficulties.
- ()

- ()
- ()

You have evidently formed some notions or opinions concerning cadet teaching and its supervision since you have participated in actual practice, either in the high school, the intermediate division or in the kindergarten-primary division. (Below are listed a number of suggested opinions, add any others which you have in mind and number according to their order of importance 1, 2, 3, etc., as they affect you.) Leave all suggestions blank which do not affect you.

- () A most worth while undertaking.
- () A fine place for pupils as well as cadet teachers.
- () Great inspirational benefit to prospective teachers.
- () Not worth the cost and effort.
- () A waste of time.
- () Overcrowded conditions.
- ()
- ()
- ()

If student teaching were not legally required in order to obtain a certificate and the course made an elective one rather than a requirement, would you, preparing yourself to be the best teacher possible, still elect to take the course?

Yes No (Encircle which)

APPENDIX B

INTERVIEW FORM (Supervising Teachers)

Name, Department,

Class or classes taught.....
 Number of cadet teachers under your supervision this semester....
 Average number of cadet teachers you usually have.....
 What do you consider to be the chief difficulties in the handling
 of the cadet teachers? (Below are listed a number of suggested
 difficulties, add any other to this list which you have in mind
 and number according to importance 1, 2, 3, etc., those difficul-
 ties which have confronted you at various times during your capa-
 city as a supervisor.)

- () Cadet teachers resent supervision,
- () Unwillingness to cooperate with the supervisor,
- () Desire to merely get by,
- () Race problem,
- () Cadet teachers consider the assignments unreasonable,
- () Cadet teachers lack feeling of responsibility for
pupils,
- () Too busy with social activities,
- () Little desire for professional growth,
- () Dealing with cadet teachers who lack ability to teach,
- ()
- ()
- ()

What reasons do you attribute to failures in cadet teaching? (Be-
 low are listed a number of suggested reasons, add any others which
 you have in mind and number according to importance 1, 2, 3, etc.,
 only those which you have found to be causes of cadet teacher
 failures.)

- () Inability to control pupils,

- () Impediments of speech.
- () Inability to overcome excessive feeling of self-consciousness.
- () Poor knowledge of subject matter.
- () Poor qualities of leadership.
- () Very little initiative.
- () Not interested in teaching.
- () Low decile rating.
- ()
- ()
- ()

What do you consider to be the weaknesses of cadet teaching under the present system? (Below are listed a number of suggested weaknesses, add to this list any others which you have in mind and number according to importance 1, 2, 3, etc., those weaknesses which have come to your attention.)

- () Too many cadet teachers per supervisor
- () Insufficient teaching participation for each cadet teacher.
- () Basis for admittance to cadet teaching not selective enough.
- () Not adequately equipped to handle cadet teaching properly.
- ()
- ()
- ()

What do you consider to be the advantages of cadet teaching under the present system? (Below are listed several advantages,

add any others to this list which you have in mind and number according to their order of importance 1, 2, 3, etc., those advantages which have come to your attention.)

- () Cadet teaching under well planned supervision,
- () Individual conferences,
- () Opportunity for observation, practice and experimentation,
- ()
- ()

What are some of the difficulties which you have experienced with pupils of your classes through the presence and participation of the cadet teacher? (Below are listed a number of suggested difficulties, add any other difficulties which you have in mind and number according to their order of importance 1, 2, 3, etc.)

- () Unruly conduct,
- () Formation of undesirable habits,
- () Lack of interest in school work,
- () Tendency to try out the cadet teacher,
- ()
- ()
- ()

Realizing that the importance of a mutual understanding and sense of cooperation between the supervising teachers and the cadet teachers can scarcely be overestimated, what changes or additional features would you suggest with respect to the present system? List your suggestions in the space provided below,

.....
.....

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