

HISTORICAL DEVELOPMENT OF PROFESSIONAL LABORATORY  
EXPERIENCES FOR ELEMENTARY TEACHERS PROVIDED  
BY SEVENTEEN OKLAHOMA COLLEGES

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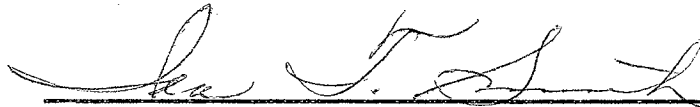
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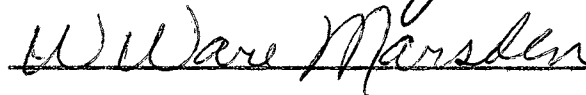
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## CHAPTER I

### INTRODUCTION

Concern with education is not new to the people of the United States nor to the people of Oklahoma, for public education has long been a principle of the American way of life. However, recent world events, such as Russian successes with space satellites, have done much to center the concern of the public on the educational programs provided for the youth of the state and of the nation.

More and more recognition is being given to the idea that the atomic age of today was not produced by and cannot be sustained by an uneducated people. One evidence of this recognition is apparent in the support to education by the national government through the National Science Foundation, the National Institutes of Health, and numerous other agencies which provide each year hundreds of fellowships for graduate students and for refresher courses for teachers.

Further evidence of this concern is apparent in the many studies and writings showing the increasing need for more school buildings and for greater numbers of teachers. This national concern has been accompanied by a similar concern in Oklahoma. At the present time, Oklahoma has 16,038 pupils in excess of the normal capacity of its school plants which creates overcrowded classrooms and half day sessions for some children.<sup>1</sup> Furthermore, according to the 1960 Federal census, 1,000

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<sup>1</sup>Bureau of Census, Statistical Abstract of the United States 1960, 81st Edition (Washington, D. C., 1960), p. 115.

additional elementary teachers are needed to meet the needs of Oklahoma schools.<sup>2</sup> In 1960 Oklahoma graduated 731 elementary teachers and only about three-fourths of them accepted teaching positions. Also, each year the state retires a goodly number of elementary teachers. If the 1958 births of 49,792 continue each year, in similar numbers, enrollments of the elementary schools will continue to rise until 1964.<sup>3</sup> This necessitates the training of many new teachers to fill the Oklahoma elementary classrooms.

Not only is there a demand for more teachers, but there is also a demand for better trained teachers, for the big task continues to be in the improvement of instruction in the elementary schools. Only 39 of the 50 states of the nation require elementary teachers to have a bachelor's degree.<sup>4</sup> The State Board of Education of Oklahoma, which is the teacher certifying agency for the state, has gradually raised the requirements which candidates must reach in order to teach in Oklahoma. In the 1960 school year, 99.7 per cent of all teachers teaching in Oklahoma will have at least four years of college.<sup>5</sup> To be certified with a standard certificate to teach in the elementary schools of Oklahoma, the applicant must have completed:

1. A degree program at a recognized institution, including a minimum of fifty semester hours of credit in general education designed to develop a broad cultural background with work in at

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<sup>2</sup> Ibid.

<sup>3</sup> Sam M. Lambert, Research Report, Teacher Supply and Demand in the Public Schools (Washington, D. C., 1960), p. 18.

<sup>4</sup> Ibid.

<sup>5</sup> Bill Burchard, "How Good are Oklahoma's Public Schools?" Oklahoma Today. Fall Issue 1959, p. 30.



least six of the following: (a) English (oral English, written English, and literature), (b) social studies (American history and government, and Oklahoma history are required), (c) health and physical education, (d) science, (e) mathematics, (f) psychology, (g) foreign language, (h) fine arts, (i) practical arts, and (j) humanities.

2. A minimum of twenty-one semester hours of credit in professional education for elementary teachers, including at least nine semester hours in student teaching, methods, and materials. If methods, materials, and student teaching are not combined in an integrated course, a minimum of six semester hours in directed observation, participation, and student teaching will be required.

3. A minimum of thirty semester hours of credit in the area of specialization required for elementary teaching with some work in each of the following: (a) child development, (b) music, (c) art, (d) science, (e) mathematics, (f) social studies, (g) language arts, (h) health and physical education, (i) literary science.

4. The requirements of art and music for the standard elementary certificate may be waived in the case of an applicant who holds the provisional elementary certificate provided the applicant:

- (a) Has taught at least ten years prior to July 1, 1957.
- (b) Has at least three years experience teaching or administering in the elementary school during the last five years immediately preceding the date of application for the standard certificate.
- (c) Has earned college credit within the same five years.
- (d) Is employed for the current year as either an elementary teacher or administrator, and
- (e) Meets all other requirements for the standard certificate.<sup>6</sup>

The Oklahoma certification program for elementary teachers requires a minimum of six semester hours in directed observation, participation, and student teaching as stated in paragraph 2 of the regulations given above.

The major concern of the present study is related to this professional laboratory, or practice teaching, experience which is a current state requirement for the standard elementary teaching certificate.

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<sup>6</sup>Teacher Certification and Handbook, State Board of Education, July, 1957, pp. 20-21.

The use of actual schools as laboratories has long been a distinctive feature of teacher education programs. According to Lindsey, "Direct experience as a way of learning is not a new idea. In practice it is as old as education itself."<sup>7</sup> Almy, in describing a teacher states . . . teachers are not born; they are made. They are made by experiences, by hard work, by development of convictions, and through the guidance of others, who are themselves, true teachers.<sup>8</sup> She further states that laboratory experience gained in the student teaching program serves to set a pattern for teaching. What the student teacher is taught, by precept and example, will have a profound influence on his own methods, attitudes, and understanding.<sup>9</sup>

According to Flowers,

Student teaching has been an important part of the program for the professional education of teachers in this country from the beginning of the movement to the present time. The impetus given to this phase of the program came from the practices in European countries, particularly Germany. That country was the first modern nation to develop a state supported system of teacher training and it included practical experience in class-work as a part of the prescribed course.<sup>10</sup>

Names given to this part of the professional program of teacher preparation vary. Sometimes it is called student teaching; sometimes, practice teaching; sometimes, apprentice teaching; sometimes, professional laboratory experience; and sometimes, internship.

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<sup>7</sup>Margaret Lindsey, "Foreword," Facilities for Professional Laboratory Experiences in Teacher Education. Thirty-third Yearbook of the Association for Student Teaching, Lock Haven, Pa., 1954, p. 11.

<sup>8</sup>National Society for the Study of Education, Early Childhood Education. 46th Yearbook, Part II (New York, 1947), p. 225.

<sup>9</sup>Ibid., p. 225.

<sup>10</sup>John C. Flowers, Content of Student Teaching Courses Designed for Training of Secondary Teachers in State Colleges (New York, 1932), p. 1.

Names given to the schools for such experiences have varied according to the purposes which they served. In the United States, in the earliest days, these schools were named "model schools" since they merely served as models in which prospective teachers might observe actual teaching. Later these schools were called "practice schools," then "training schools," "demonstration schools," and "experimental schools." More recently, the term "laboratory school" has been used.<sup>11</sup>

Thus, for many years, laboratory experience has been a definite part of teacher education programs. Usually, this training has served as a capstone for the training period of the neophyte teacher.

The importance of laboratory experiences in pre-service teacher education dates back to Duke Ernest of Gotha. In 1654, he wrote, "It is desirable that teachers at their expense or with assistance remain in one central place and through practice learn that . . . for which they will in the future be employed."<sup>12</sup>

Development of the laboratory phase of teacher education has been closely related to the normal school movement over the past century and to the establishment of departments of education in universities and in liberal arts colleges during the past 60 years. Student teaching was viewed at first as an opportunity for students to pick up a few patterns of teaching; now it is recommended as providing an opportunity to develop a high level of competence in all phases of teaching.<sup>13</sup>

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<sup>11</sup>Alex F. Perrodin, Functions of Laboratory Schools in Teacher Education, 34th Yearbook (Cedar Falls, Iowa, 1955), p. 1.

<sup>12</sup>E. L. F. Williams, The Actual and Potential Use of Laboratory Schools (New York, 1942), p. 1.

<sup>13</sup>Chester W. Harris, Encyclopedia of Educational Research (New York, 1960), Third Edition, p. 1473.

## Statement of Problem

The present study is an attempt to gather and record the history of the professional laboratory experience, or practice teaching, provided for prospective elementary teachers in seventeen colleges of Oklahoma.

## Purposes of the Study

The major purpose of the present study is to trace and record the historical development of the laboratory practice teaching experience provided for elementary teachers in the seventeen approved teacher preparation institutions of Oklahoma.

A second purpose of the study is to discover and define current trends, if they exist, in providing practice teaching laboratories for prospective elementary teachers in Oklahoma.

A third purpose is to compare present laboratory practices for elementary teachers in Oklahoma with the desirable practices recommended in professional literature.

The writer proposes to examine the student teaching programs for elementary teachers in Oklahoma, beginning with the first program inaugurated in 1897 at Central State Normal School (now Central State College) at Edmond, and to trace the development of the various programs for laboratory experiences in the seventeen institutions in Oklahoma which offer approved programs of teacher preparation. Certain recommendations and implications which may be used in charting future developments in the field should result from the study.

## Need for the Study

Nevins, the historian, states that:

. . . history enables communities to grasp their relationship with the past and to chart on general lines their immediate forward course, by giving people a sense of continuity in all their efforts, and by chronicling events of enduring worth. It confers upon them a consciousness of unity and a feeling of importance.<sup>14</sup>

Thus a study of the history of the professional laboratory experience in Oklahoma might well serve the teaching profession and help it increase its effectiveness in the future.

None of the history of practice teaching laboratories for elementary teachers in Oklahoma has been previously investigated, and many persons who worked in the program are now reaching advanced ages. Unless information can be gathered while these sources are available, much of the valuable history of the teacher training laboratories for elementary teachers in Oklahoma may be lost.

## The Scope of the Study

The study is limited to an examination of the laboratory facilities used by the seventeen institutions of Oklahoma which are authorized by the state to provide training for elementary teachers. The study begins with the first accredited elementary practice teaching program in the state, in 1897, at Central State Normal School at Edmond, Oklahoma. It concludes with the current 1959-1960 programs.

Sources of data for the study include: (1) an examination of the catalogues and bulletins of each institution, (2) conferences with persons who have worked or who are now working with the student teaching program,

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<sup>14</sup>Allen Nevins, Gateway to History (New York, 1938), p. 412.

and (3) check lists sent to former students who had been enrolled in the practice teaching courses at the seventeen institutions and to former college staff members responsible for teacher education programs.

All seventeen currently approved colleges are included in the report. Work done by other institutions, which may have conducted practice teaching at some time but which no longer do so, is not included.

#### Limitations

Checklists and other devices used to gather opinions have certain limitations. Some of those persons solicited will not reply; others will not understand the questions exactly as intended by the questioner. Some may "read in" meaning not intended; and others will fail to reply fully.

Interviews also have their limitations; e. g., (1) expense of time, energy, and money, (2) unwillingness of some individuals to participate in an interview, (3) the peripheral factors of human fatigue and personality clash which may sometimes be encountered in an interview situation, (4) personal bias or emotional set of either individual in the interview, occasioned by fear of uncomplimentary inferences involved in acquiring some items of information.<sup>15</sup>

#### Assumptions

Data exist and can be collected to show the historical development of laboratories for practice teaching in Oklahoma. The data may be found in the records of institutions and in the experience of persons who have been associated with such programs in the various institutions.

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<sup>15</sup>J. Francis Rummel, An Introduction to Research Procedures in Education (New York, 1958), p. 84.

These persons include college teachers and supervisors of student teachers, cooperating teachers, and students who had their practice teaching experiences in Oklahoma. Such data can be authenticated and organized. A summary of the data relating to the individual colleges will give an historical picture of the practice teaching laboratories for elementary teachers in Oklahoma from 1893-1960.

#### Definition of Terms

**Laboratories:** Those school and classroom situations used for practice teaching.

**Practice Teaching:** Those required supervised observation and teaching experiences which are part of the professional education program of persons desiring certification as teachers.

**Accredited institutions:** Those institutions in which the teacher education programs have been approved by the State Board of Education.

**Elementary teachers:** Those teachers who teach from kindergarten through grade six.

**Supervisors:** College personnel who direct or supervise the practice teacher.

**Cooperating Teachers:** Teachers regularly assigned to teach children in the elementary school under whom student teachers are assigned.

#### Methodology of the Study

The historical survey method is employed in collecting data for the current study. Whitney says:

Historical research interprets past trends of attitude, event, and fact. From one point of view, history deals with unique phenomena collected and reported without ordered reflective thought. But creditable research in the field of history is interested in what past social facts have in common, how they repeat themselves, and what generalizations can be made to emerge from reasoning.<sup>16</sup>

Several sources of data are included in the study. Available catalogues for each college were obtained from college librarians or were examined by the writer while visiting the college campus. The catalogues were examined to ascertain if the student teacher enrolled in methods courses simultaneously with the practice teaching experiences. A check of the catalogues was also made to find how many hours of college credit was earned by the student teacher for the practice teaching experience. This information was supplemented by personal interviews at each college with persons who had worked with the elementary practice teachers in the past or who are currently working with them. In so far as possible, data obtained from the interviews were checked with data obtained from the official catalogues or bulletins of the colleges and only data on which there was agreement is used in the study.

In each interview the following questions were asked:

1. Between what dates did you work with elementary practice teachers?
2. What kind of practice teaching laboratories did you use?
3. At what college level was elementary practice teaching offered?
4. How much time was spent in the laboratories by the student teacher?

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<sup>16</sup>Frederick L. Whitney, The Elements of Research (New York, 1950), p. 202.



5. How was the time of the student teacher distributed in the laboratories?

6. How much college credit did the student teacher get for the time spent in the laboratory?

Next a checklist (Appendix B) was prepared and mailed to students who had practice teaching in the elementary grades at each of the seventeen colleges included in the study. The persons to whom these checklists were mailed included one student from each institution for each year beginning with 1907. Data obtained from these questionnaires were compared with data obtained from the official publications of the colleges and from the interviews with college staff members. Only data on which there was agreement is used in the study.

Finally, in an attempt to further authenticate the data, a second checklist (Appendix D) was prepared and mailed to cooperating teachers, college supervisors, and others who had worked with elementary practice teachers. The names and addresses of the people to whom these second checklists were mailed were obtained in the following ways: by consulting staff members in the various colleges, by making a personal visit to the college and working with the college records, and by consulting the registrars of the colleges. The data included in the replies to the second questionnaire were arranged in ten-year categories beginning with the year 1907, i.e., 1907-1917, and ending with the period 1947-1960. Teachers usually remain in a school longer than a single year; therefore the ten year interval was used for professional staff rather than the one year interval which was used for former students. Data obtained from this source were compared with data obtained from the three other sources.

Data were tabulated and organized to reveal the sequential development of the practice teaching laboratories in the seventeen schools included in the study.

### Summary

The people of Oklahoma and of the United States have long been concerned with public education. Recent happenings and developments in world affairs have increased the concern and interest of the public with respect to educational problems.

Any educational problem today is closely associated with the preparation of more teachers and of better prepared teachers for the public schools.

The use of a professional laboratory as a part of the educational program of prospective teachers has long been a part of teacher education programs. A study of the past history of any program affords a basis for future programs. No history of the laboratories provided for practice teaching in Oklahoma has been written. Much of this history exists only in the memories of persons who have worked with the program in the past, and who are now reaching advanced ages. Some history can be found in early day publications at the various colleges.

The purpose of the current study is to trace and record the historical development of the professional laboratory facilities used at the seventeen colleges in Oklahoma whose elementary teacher preparation programs have been approved by the State Department of Education in Oklahoma.

Data for the study are compiled from college catalogues and bulletins, from personal interviews, and from questionnaires. Persons supplying

data include college officials, college teachers, college supervisors, cooperating teachers, and former students who were enrolled for practice teaching between 1907 and 1960.

Literature supplying a background for the study will be presented in Chapter II. A history of the program at each college will be given in Chapter III. In Chapter IV, comparisons of the seventeen programs will be made. In Chapter V the findings of the study will be summarized.

## CHAPTER II

### BACKGROUND OF THE STUDY

An examination of the Encyclopedia of Educational Research (1960),<sup>1</sup> The Readers Guide to Periodical Literature from 1934-1960, and other collective indexes reveals a number of studies which are tangential to the proposed investigation.

In spite of increasing criticism of the nation's procedures for the education of teachers, particularly in relation to the role which the teacher education plays in determining the character of curriculum and methods in elementary and secondary schools, there has been remarkably limited research in teacher education in the past few years.

Although related studies dealing with student teaching in various areas have been made by interested individuals, few investigations deal specifically with the problem of collecting and organizing the history of practice teaching laboratories. Such related studies do, however, furnish background information.

The training of teachers is a function of the state. In 1914, the Carnegie Foundation for the Advancement of Teaching declared teacher training to be the prime function of a state in its education program:

Little by little the states of the nation are realizing the oneness of the educational undertaking which faces them and are discovering that they can expect to cope successfully

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<sup>1</sup>Chester Harris, Encyclopedia of Educational Research (New York, 1960), third edition, p. 1473.

with it only by creating a skillful and mobile central authority to operate and control the entire undertaking of this great single educational enterprise in each state, the portion that is not vital, that overtops all else in its decisive importance, is that of selecting and training teachers. The solution of the state's problem as a whole is measured largely by the solution of this portion of the problem. It is emphatically a state task today and will doubtless permanently remain so.<sup>2</sup>

Laboratory facilities are necessary in providing training for the elementary teachers. As stated in the 33rd yearbook of the Association for Student Teaching:

The significance of direct experience in the learning process requires that the teacher education curriculum include a series of laboratory experiences designed to provide opportunities for the student to participate in and study the major activities of today's teacher. To build the resourcefulness needed by today's teacher in meeting varying and different situations requires firsthand experience to develop understanding that goes beyond verbalization and fixed skills to action based upon thinking and the use of skills flexibly and creatively. There is need for laboratory experiences which provide:

- (1) an opportunity to implement basic concepts and ideas discussed in college classes -- both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application;
- (2) a field of activity which, through raising questions and problems, helps the student to see his needs (both personal and professional) and to outline experiences which should be included in his further study; and
- (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.<sup>3</sup>

The Flowers report, recognizing the importance of the laboratory experience, identified eight principles basic to a professional

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<sup>2</sup>Ninth Annual Report of the President and the Treasurer of the Carnegie Foundation for the Advancement of Teaching (New York, 1914), p. 20.

<sup>3</sup>Standard VI. Professional Laboratory Experiences, American Association of Colleges for Teacher Education, 1952, pp. 1-13.

laboratory experience: These principles are generally acceptable to the member institutions of the American Association of Teachers Colleges.

- Principle I      The particular contribution of professional laboratory experience (including student teaching) to the education of teachers is threefold: (1) an opportunity to implement theory--both to study pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.
- Principle II     The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.
- Principle III    Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.
- Principle IV     The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.
- Principle V      Professional laboratory experiences should be cooperatively developed by the student and his advisers. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers.
- Principle VI     Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as an individual, as a citizen, and as a member of the teaching profession.
- Principle VII    Evaluation of professional laboratory experiences should be in terms of growth in understandings and abilities needed in the situations faced by the teacher working in our democracy.

Principle VIII Physical facilities should be adequate to provide a range of firsthand experiences with children, youth, and adults in varied school, home, and community situations.<sup>4</sup>

One additional principle, now known as Principle IX, was identified at a regional conference held at Terre Haute, Indiana, December 2-3, 1946, making a total of nine principles to guide teachers in planning laboratory experiences for teachers in training.

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

#### Methods Courses

The prospective elementary teacher needs to obtain "professional purpose" and understanding of where he is in educational theory and practice. The methods courses provided an opportunity for the teacher to delve into the question of what is to be taught and why, and to use this as a foundation or base in determining how to go about teaching.

Butterweck concluded that many young teachers became steeped in meagerly validated methods learned from reading augmented by a minimum of observation. This afforded little practical experience and gave them little aid in becoming strong teachers.<sup>5</sup>

The Bowling Green Plan advocated methods and practice approach in the training of elementary teachers.<sup>6</sup>

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<sup>4</sup>John G. Flowers, School and Community Laboratory Experiences in Teacher Education (New York, 1948), pp. 10-35.

<sup>5</sup>Joseph S. Butterweck, "A Laboratory Approach to Teacher Preparation," Education Administration and Supervision, XXVI (May, 1950), p. 275.

<sup>6</sup>H. Litherland, "The Bowling Green Plan for Student Teaching," School and Society, LXXII (September 9, 1950), p. 165.

Long also favored a combination of methods with the practice teaching.<sup>7</sup>

Harlocker stated that methods courses should be more practical.<sup>8</sup>

#### Laboratory Facilities

The following studies concern the different laboratory facilities.

Laboratory School. Morris indicates that more recent programs in Nebraska tend to combine on-campus laboratory situations with later off-campus work in public schools.<sup>9</sup>

Laboratory School. The findings of the study made by Dilley at Indiana University indicated that the university school should be utilized more as a laboratory in which elementary teachers gain pre-student laboratory experiences. Student teachers should be assigned to the public schools other than the university school.<sup>10</sup>

Laboratory School. Dalton found that most institutions were working toward the full-time teaching pattern with fewer laboratory school provisions and more actual in-school experience. Laboratory schools still exist but are used only for observation of actual teaching.<sup>11</sup>

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<sup>7</sup>Abstracts of Dissertations AST Research Bulletin No. 3, The Association for Student Teaching (Cedar Falls, Iowa, 1959), pp. 10-11.

<sup>8</sup>Abstracts of Dissertations AST Research Bulletin No. 1, The Association for Student Teaching (Cedar Falls, Iowa, 1957), p. 39.

<sup>9</sup>Abstracts of Dissertations AST Research Bulletin No. 3, The Association for Student Teaching (Cedar Falls, Iowa, 1959), pp. 12-13.

<sup>10</sup>Abstracts of Dissertations AST Research Bulletin No. 1, The Association for Student Teaching (Cedar Falls, Iowa, 1957), pp. 8-11.

<sup>11</sup>Abstracts of Dissertations AST Research Bulletin No. 3, The Association for Student Teaching (Cedar Falls, Iowa, 1959), p. 12.



On-Campus Off-Campus. Christenburg in his study of the teacher program of the University of Tennessee compared the off-campus and on-campus student teachers. He compared the two groups to find out which group attained the eleven objectives set up by the college. His findings were that of the two programs sponsored by the University of Tennessee, the off-campus one showed marked and reliable evidence of attaining superior results with respect to most of the objectives.<sup>12</sup>

Bennie also made a study of on-campus and off-campus student teaching programs at Miami University and found that off-campus student teachers had fewer limiting factors prohibiting participation in learning activities. Off-campus student teachers attained more objectives in a shorter period than did the on-campus students (in general, off-campus students attained more in twelve weeks than did the on-campus in eighteen weeks).<sup>13</sup>

#### Time Spent in Practice Teaching

The on-campus and off-campus practice teaching requires specified time for the student teacher to participate in the teaching experience. The following studies concern time student teachers spend in the laboratories.

Bennie in his study mentioned above found that practice teachers participated in the classroom from twelve to eighteen weeks.<sup>14</sup>

Webber found variety in the length of practice teaching programs.

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<sup>12</sup>Abstracts of Dissertations AST Research Bulletin No. 1, The Association of Student Teaching (Cedar Falls, Iowa, 1957), pp. 30-32.

<sup>13</sup>Ibid., pp. 26-27.

<sup>14</sup>Ibid., pp. 26-27.

Some southern institutions allowed six weeks; while others required thirty-six weeks. Generally the requirement was from twelve to eighteen weeks of laboratory experience.<sup>15</sup>

Lindsey reports that requirements in institutions she studied varied from three days to eighteen weeks.<sup>16</sup>

Grim and others in the study of student teaching in twenty-one Minnesota education institutions found that the number of clock hours spent in practice teaching varied from a minimum of sixteen hours to a maximum of 480 hours with a median of seventy-five hours.<sup>17</sup>

#### College Level for Practice Teaching

Very few studies have been made concerning the college level at which students enrolled for practice teaching. In early days, or the beginning of teacher training in Oklahoma, freshmen and sophomores enrolled in practice teaching. Today, almost all students enrolled for practice teaching are seniors, as the practice teaching is the climax of the teacher education program.

Carsten studied the September Experience Program at the State College of Washington. Sophomores and juniors enrolled in the practice teaching experience. Findings were that sophomores needed to repeat the experience in the senior year.<sup>18</sup>

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<sup>15</sup>Abstracts of Dissertations AST Research Bulletin No. 3, The Association for Student Teaching (Cedar Falls, Iowa, 1959), pp. 19-20.

<sup>16</sup>Margaret Lindsey, "Looking Ahead in the Student Teaching Program," Teachers College Journal (July, 1950), p. 51.

<sup>17</sup>Abstracts of Dissertations AST Research Bulletin No. 1, The Association for Student Teaching (Cedar Falls, Iowa, 1957), pp. 34-35.

<sup>18</sup>Ibid., pp. 4-5.

### Early History Leading up to Practice Teaching

"Education, as an institution of the United States, grew out of a local expression of the people through the instrumentality of their religion."<sup>19</sup> The local community determined the rules and regulations concerning the schools. Out of this concept grew the changing point of view that education was the function of the state and was to be administered as such. Gradually this function, reserved to the states by the federal constitution, was written into state constitutions for the purpose of assuring educational opportunities for all the children of all the people. Even though the principle of state control is accepted, sensitivity to local control has been retained. The state of Oklahoma sets up minimum standards for local districts so that educational opportunities for all may be strengthened. The state takes into account the will of the people expressed through their elected boards of education.

Nowhere is the transition from complete local autonomy to state support and control more clearly exemplified than in the matter of state certification of teachers. Equal educational opportunities are impossible when local autonomy requires the employment of trained teachers in one locality and permits the employment of untrained teachers in a neighboring district. The state then, must assure the adequacy of the institution in such minimum essentials as it prescribes.<sup>20</sup>

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<sup>19</sup>Elwood P. Cubberley, State School Administration (New York, 1927), p. 3f.

<sup>20</sup>William Allison Yeager, State Certification as a Factor in the Training of Elementary Teachers in Service (Ph. D. Dissertation, University of Philadelphia, 1929), pp. 8, 9.

Horn states,

Ultimately the quality of any school system must depend not upon the wealth available or any of the advantages that have heretofore been enumerated in favor of consolidation and of the county unit of control, but on the character, training, and outlook of the teaching body.<sup>21</sup>

As a background leading up to practice teaching requirements in Oklahoma, a look in the past is needed.

The present state of Oklahoma originally consisted of two territories: Indian Territory in the east and Oklahoma Territory in the west.

Indian Territory: The Five Civilized Tribes established schools for their children in Indian Territory as far back as 1836. By 1889 they had 325 primary schools and 25 academies and seminaries. One of these, the old Cherokee Female Seminary, established in 1847, became Northeastern State College. Church groups established some 35 or 40 mission schools.

Oklahoma Territory: Among the plains Indians of Oklahoma Territory, there was little basis in the native culture for an interest in formal education. The national government established boarding and day schools to meet needs which the tribes were slow to recognize.<sup>22</sup>

The first concerted efforts of the white settlers in the field of education began in the spring of 1889. Although they had no uniform laws, they recognized a need for a system of education.

In 1890 the Congress of the United States passed the Organic Act.

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<sup>21</sup>John Louis Horn, The American Elementary School (New York, 1923), p. 43.

<sup>22</sup>Fourth Biennial Report of the State Department of Education (1912), pp. 223, 224.

It provided for a system of free public schools similar to those of the state of Nebraska. It provided for a territorial superintendent and seven county supervisors. These set up summer institutes for the education of teacher candidates. They also gave examinations to candidates for teaching positions and issued county certificates.<sup>23</sup>

The first Territorial Legislature met in the fall of 1890. It provided for the permanent support of a public school system. In addition, it set aside 309-424 acres of land as an endowment for the support of institutions of higher learning.<sup>24</sup>

The oldest state institution of higher education in the state is the University of Oklahoma, authorized by an act of the Territorial Assembly of Oklahoma on December 19, 1890.<sup>25</sup>

On December 25, 1890, the territorial assembly provided for the establishment of an agricultural and mechanical college to be located in Payne County.<sup>26</sup>

A third institution for higher learning, which was authorized in 1891 by the First Legislative Assembly of Oklahoma Territory, was called (in the language of the legislation) the Territorial Normal School in Edmond, Oklahoma.<sup>27</sup> A fourth, which was a second normal, was established at Alva, Oklahoma, by the Territorial Assembly in 1897.<sup>28</sup>

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<sup>23</sup>Ibid., p. 225.

<sup>24</sup>Ibid.

<sup>25</sup>Ibid.

<sup>26</sup>Ibid.

<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

On March 12, 1897, this assembly further provided for the establishment of an Agricultural and Mechanical University of the Territory of Oklahoma for Negroes. The institution was designed to meet the needs of Negroes who would enter the various professions and to prepare teachers for the Negro schools.<sup>29</sup>

Territorial-wide teacher certification began in 1897 with a territorial board authorized to grant certificates. The board consisted of a county superintendent ex-officio chairman and two other members appointed by him.<sup>30</sup>

In 1903 a county examining board was created by the territorial legislature and empowered to issue certificates of the first, second, and third grades. By law, examinations were held on the last Thursday and Friday of January, October and April, and at the close of the county normal institutes.<sup>31</sup>

The first grade certificate was issued for a three year period, the second grade certificate for two years, and the third grade for a period of one year. A first grade teaching certificate had certain requirements, but there was no requirement of practice teaching; the same was true of the second and third grade certificate so that the new teacher merely learned to teach while trying to teach children.

State of Oklahoma: On the 16th day of November, 1907, Oklahoma Territory and Indian Territory were united and admitted to the union as the State of Oklahoma.

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<sup>29</sup>Ibid., p. 227.

<sup>30</sup>Territory of Oklahoma Session Laws of 1897, p. 255.

<sup>31</sup>Territory of Oklahoma Session Laws of 1903, p. 255.

In 1909 the State Board of Education issued two classes of certificates:

- (1) Elementary certificates granted on examination prescribed and held under the State Board of Education. The fee was two dollars.
- (2) The high class professional certificates issued by the State Board of Education upon examination and credentials. The fee was three dollars.

The elementary certificates corresponded in rank with the county certificates and were of three grades. The requirements for each grade were the same as for the county certificates. They were good for one, two or three years.<sup>32</sup>

Until 1924 no practice teaching was required by legislation for teacher certification in Oklahoma, although practice teaching was offered in certain of the colleges beginning in Central State Normal in Edmond, Oklahoma, in 1897.

Before practice teaching was required, the following methods were used as a means to prepare teachers.

- (1) Normal institutes which consisted of two weeks training for teachers. These began in 1890 and continued to 1914.
- (2) Reading circles organized throughout Oklahoma Territory in July 1894 and continued to 1918. The books read in the reading circles prepared the teachers for the examinations leading to certification.<sup>33</sup>
- (3) County examinations for certificates started in 1905 and continued to 1935. The examinations were taken for first, second and third grade certificates.<sup>34</sup>
- (4) Normal Training High Schools, which began in 1916 and continued until 1926.<sup>35</sup>

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<sup>32</sup>Oklahoma Educational Directory and Requirements for State Certificates (State Board of Education 1909-1910), p. 101.

<sup>33</sup>Gaston Letton, History of Oklahoma the Golden Anniversary of Statehood, Vol. II (New York, 1957), p. 266.

<sup>34</sup>Session Laws of Oklahoma Territory of 1905, p. 368.

<sup>35</sup>Fourth Biennial Report of the State Superintendent of Public Education (Oklahoma, 1912), pp. 196-201.

The above methods helped in a small measure to prepare a teacher for the task of teaching.

In 1924, the State Board of Education passed a resolution requiring that all colleges in Oklahoma whose credentials were accepted for credits upon life certificates provide observation and practice teaching facilities for those students applying for life certificates to the amount of five semester hours.<sup>36</sup>

In 1924 the state law required for a two-year state certificate that an individual must be a graduate of a fully accredited four-year high school and have completed thirty semester hours of work including 8 hours in psychology and education and one semester's work in agriculture in one of the accredited colleges of Oklahoma. Education 8 or 11 and 12 will be required for the two-year certificate after September 1, 1924.<sup>37</sup>

The life certificate was granted for sixty-two hours of college work including psychology, pedagogy, educational measurements, observation and practice teaching, English, American history, general hygiene, physical education, agriculture. The student could not be less than eighteen years of age.<sup>38</sup>

For a degree the students completed the required hours of the college and had a major and minor.<sup>39</sup>

Two-year elementary certificate applicants after September 1, 1930, were required to have forty semester hours of college work distributed as follows: English 6 hours, natural science 4 hours, social science, mathematics or language 6 hours, agriculture (or one-half unit in high school) 2 hours, education including 2 semester hours practice teaching 8 hours, electives 14 hours. The certificate was renewable on completion of 8 hours additional work for one year, or for two years for 16 additional hours.<sup>40</sup>

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<sup>36</sup> Letter from State Board of Education, June, 1959.

<sup>37</sup> Northeastern State Teachers College Bulletin 1923, p. 15.

<sup>38</sup> Ibid., p. 16.

<sup>39</sup> Ibid.

<sup>40</sup> Northeastern State College Catalogue 1930-1931, p. 29.



Prior to September 1, 1933, applicants shall have attained age of nineteen years; and subsequent to September 1, 1933, twenty years.

Five year certificates required sixty hours of college work, 8 hours in education including 2 hours of practice teaching, renewable for life (1) on completion of a total of 16 hours in education, including 5 semester hours of practice teaching or (2) five years of successful teaching in Oklahoma elementary schools, three of which shall be during the life of the certificate to be renewed.<sup>41</sup>

Life certificate applicants were required to do sixty semester hours of college work, 16 semester hours in education including 5 hours in practice teaching.<sup>42</sup>

Requirements for a two-year elementary certificate required forty semester hours of college work distributed as follows:

(a) 8 semester hours of education including: educational psychology, 2 semester hours; procedure in teaching in elementary schools, 2 semester hours; rural school problems, 2 semester hours; apprentice teaching in elementary schools, 2 semester hours.

(b) 32 semester hours of academic work, including: English, 6 semester hours; natural science, 4 to 6 semester hours; social science 4 to 6 semester hours; health education, 2 to 4 semester hours. (Recommended: public school music, 2 to 4 semester hours; art, 2 to 4 semester hours.)

Five year elementary certificate. Sixty-four hours or an increase of four more hours of college work was required and distributed as follows:

(a) 16 semester hours of education including: educational psychology, 2 semester hours; principles of education or principles of teaching, 2 semester hours; procedure of teaching in elementary schools, 2 semester hours; educational measurements in elementary schools, 2 semester hours; apprentice teaching in elementary schools, 4 semester hours; electives in education, 4 semester hours.

(b) 48 semester hours of academic work including: English, 6 semester hours; natural science, 4 to 6 semester hours; social science, 4 to 6 semester hours; health education, 2 to 4 semester hours. (Recommended: public school music, 2 to 4 semester hours; art, 2 to 4 semester hours.)

Life elementary. The requirements for a life elementary certificate were one hundred and twenty-four semester hours of college work distributed as follows:

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<sup>41</sup>Ibid.

<sup>42</sup>Ibid., p. 29.

(a) 24 semester hours of education including: educational psychology, 2 semester hours; psychology of childhood, 2 semester hours; principles of education, or principles of teaching, 2 semester hours; procedure of teaching in elementary schools, 2 semester hours; curriculum making in elementary schools, 2 semester hours; educational measurements in elementary schools, 2 semester hours; apprentice teaching in elementary schools, 4 to 6 semester hours; electives in education, 6 to 8 semester hours. (Elective work should be taken in applicant's chosen field; e.g., administration, primary grades, upper grades.)

(b) Standard baccalaureate degree including: English, 6 to 8 semester hours; natural science, 5 to 8 semester hours; social science, 6 to 10 semester hours; public school music, 2 to 4 semester hours; art, 2 to 4 semester hours; industrial arts, 2 to 4 semester hours; health education, 4 to 6 semester hours. Teachers of special subjects; e.g., art and music shall complete a minimum of 24 semester hours in each subject they plan to teach.<sup>43</sup>

Beginning with the year 1936 the State Board granted only one-year and life certificates.

For the one-year certificate the requirements were as follows:

Educational psychology, 2 hours; general methods and management, including Oklahoma school law, 2 hours; specific methods of teaching elementary subjects, 2 hours; apprentice teaching, 4 hours; rural school problems, 2 hours, which make 12 hours of education. The minimum in all subjects was seventy-six.

In the academic area there was a requirement of subjects such as:

American history, 4 hours; American government, 2 hours; social science courses, 4 hours; English, 6 hours; physical and biological sciences, 6 hours; public school music, 2 hours; health education, 2 hours; art, 2 hours; Oklahoma history (1/2 unit or 70% in state examination), 2 hours; agriculture (or 1/2 unit or 70% in state examination), 2 hours.<sup>44</sup>

The life certificate requirements were as follows:

Courses in education: Educational psychology, 2 hours; psychology of childhood 2 hours; philosophy or history of education, 2 hours; general methods and managements, including Oklahoma school law, 2 hours; specific methods of teaching elementary subjects,

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<sup>43</sup>Regulations and Requirements for State Board, 1932.

<sup>44</sup>Northeastern State College Bulletin, 1936-1937, pp. 21-22.

2 hours; educational measurement, 2 hours; apprentice teaching in elementary schools, 6 hours; English, 8 hours; physical and biological sciences, 8 hours; public school music, 4 hours; health education, 4 hours; art, 4 hours; Oklahoma history (1/2 unit or 70% in state examination), 2 hours; agriculture (or 1/2 unit or 70% in state examination), 2 hours.<sup>45</sup>

In 1938-1939 the only change in certification requirements made by the State Board was the requirement of 6 hours practice teaching for the one-year elementary certificate.<sup>46</sup>

In 1939 and 1940 the change in requirements for the one-year and life certificates were three hours in Oklahoma School Law.<sup>47</sup>

The next change made by the State Board of Education concerning practice teaching occurred in 1942.

The requirements for a one-year elementary certificate were as follows: Education courses, including 6 semester hours of student teaching, 12 hours; (Suggested courses: psychology of childhood, educational psychology, philosophy or history of education, measurements, methods) general methods and management including Oklahoma School Law, 3 hours; American history and government, 6 hours; other social science, including geography, 3 hours; English 6 hours; science, 5 hours; courses in mathematics, public school music, art, health education, 10 hours; Oklahoma history (or 1/2 unit in high school or 70% in state examination, 2 hours; agriculture (or 1/2 unit in high school or 70% in state examination), 2 hours.<sup>48</sup>

The life certificate requirements were: 18 hours in education including 6 semester of student teaching, an increase of 3 more hours in social science than for the one-year certificate, 6 hours in geography, 8 hours in English, and 8 hours in science, 15 hours in courses in mathematics, public school music, art, health education, the same in agriculture and Oklahoma history as in the one-year elementary certificate.<sup>49</sup>

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<sup>45</sup>Ibid., pp. 21-22.

<sup>46</sup>Northeastern State College Catalogue, 1938-1939, p. 29.

<sup>47</sup>Ibid., 1939-1940, pp. 30-31.

<sup>48</sup>Regulations and Requirements for Teachers' Certificates, Oklahoma, effective September 1, 1942, p. 21.

<sup>49</sup>Ibid., p. 21.

Beginning in the year 1950 the State Board discontinued issuing life certificates and issued the standard teaching certificate based on same requirements as for the life certificate and valid for five years from the nearest thirtieth day of June preceding or following the date of issuance. The State Board also issued temporary one-year teaching certificate based on a minimum of seventy-eight semester hours of college credit, including at least 8 semester hours in professional education courses that will apply toward fulfilling the professional education requirements for the standard elementary teaching certificate.<sup>50</sup>

The State Board issued three classes of teaching certificates in 1953 which were:

1. The standard teaching certificate valid for five years
2. The provisional teaching certificate valid for three years
3. The temporary certificate valid for one year only.

In 1953 the State Board of Education required for the standard certificate a bachelor's degree and nine hours in student teaching and methods and materials.

The provisional certificate required a degree and fifteen hours in professional education, including student teaching, methods, and materials.

A temporary certificate required ninety hours of college work including twelve hours in professional education.

The greatest change in 1953 was the requirement of twenty hours in the methods courses especially related to elementary grades for the provisional certificate.<sup>51</sup>

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<sup>50</sup>General Regulations effective from June 16, 1950 to June 30, 1953.

<sup>51</sup>State Board Laws and Regulations for the Certification of Teachers and Administrators, effective October 1, 1953, pp. 13-14.

The State Board has continued to keep the program of certification rather flexible so as to meet changes in education policies.

#### Current Program

In 1959 a student was required to be a citizen of the United States; be a college graduate, and to have nine semester hours in student teaching, methods, and materials. If an integrated course of methods and teaching was not provided, the student must have had six hours in directed observation and participation. Practice teaching was required for a standard certificate. The requirements for a present day program may be found on page 2, Chapter I.

The provisional certification requirements were that a student should have a minimum of fifteen semester hours in professional education, including student teaching, methods, and materials.

The temporary certificate required twelve semester hours in professional education. All teachers employed today are required to have degrees.<sup>52</sup>

Thus through the years the State Board has increased teacher qualifications through changes of regulations and rules regarding teacher certification. Oklahoma now ranks first in the nation in teacher training and preparation, in that 99.6 per cent of Oklahoma's public school teachers have at least one degree, and 33.2 per cent of the elementary teachers in Oklahoma also hold a master's degree.<sup>53</sup>

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<sup>52</sup>State Board Rules and Regulations (July, 1957), pp. 20, 21, 22.

<sup>53</sup>Bill Burchardt, "How Good are Oklahoma's Public Schools?" Oklahoma Today (Fall issue, 1959), pp. 4 and 30.

The State Board is now in the process of making other changes in requirements to go into effect in the fall of 1960. No changes will be made in the required hours of practice teaching.

#### Chapter Summary

Related literature dealing with practice teaching laboratories and State Board requirements from Statehood to the present time is included in Chapter II.

Limited research exists which reveals that few investigations have been made of the history of practice teaching laboratories for elementary teachers. These investigations reveal that the research material is only tangential.

Teacher training has long been recognized as a state function. From 1924 the State Board of Education required that laboratories be utilized in training teachers. These required laboratory facilities are changing from the on-campus school to the off-campus public schools.

Research dealing with methods courses reveals that practical experience makes methods courses more practical.

The time assigned in practice teaching laboratories is increasing from the one hour assignments to as much as full time for nine weeks.

Enrollment in practice teaching is being limited almost entirely to the senior year of the student's program.

Education in Oklahoma began in Indian Territory in 1836 which included church schools. The first schools in Oklahoma were federally supported. The first state normal school established in Oklahoma Territory was established in Edmond in 1890.

Teacher certification in Oklahoma began in 1899 for the territory, in 1903 for county certificates, and in 1909 for state certification.

In 1924 the State Board of Education first required practice teaching for elementary teachers. The required credit was five hours.

In 1938-1939 the State Board increased the requirements for practice teaching to six hours.

## CHAPTER III

### HISTORY OF THE STUDENT TEACHER LABORATORY PROGRAMS

The materials presented in this chapter concern the historical development of the practice teaching programs of seventeen institutions in Oklahoma authorized by law to certify teachers. The colleges were most cooperative in making their records available, and individuals on each college campus, and others who worked with practice teachers, supplied much information. Although some college records have been lost through fire and other causes, most of the essential information concerning college programs has been preserved and is available for study.

At each institution the writer interviewed a number of individuals whose memories supplemented the written records of the colleges. From the college records and from the interviews a list of the names of former supervisors and former student teachers was secured. Interviews were arranged with as many persons on the list as possible. When such persons could not be interviewed, a group of questions was mailed to them. Follow-up letters were sent to those who did not respond immediately.

Checklists to obtain data for the study were mailed to 641 students and 120 cooperating teachers. Four hundred twenty student checklists and 112 cooperating teacher checklists were returned making a total return of 532. This was approximately a seventy per cent response.

The following questions were asked and answered, either in the interview or by mail:



Between what dates did you work with student teachers?

At what college level did the students do practice teaching?

In what kind of laboratories was the student teaching done?

How was the time of the student teachers allotted?

How much credit was allowed for the time spent in the laboratory?

When were methods courses taken by the students?

Information obtained by personal examination of college records, by personal and written interviews with supervisors, and by the written replies of these individuals who were not interviewed in person was collected and organized and is reported on the following pages, college by college, in chronological order.

TABLE I

TABLE SHOWING DATES COLLEGES WERE ESTABLISHED AND  
 DATES WHEN ELEMENTARY PRACTICE TEACHING STARTED

Name	Date Established	Date Practice Teaching Began
Central State College	1890	1897
Southwestern State College	1901	1903
Northwestern State College	1897	1903
East Central College	1909	1909
Northeastern State College	1909	1909
Southeastern State College	1909	1909
Panhandle Agricultural & Mechanical College	1909	1915
Benedictine Heights College	1892	1916
Oklahoma State University	1894	1917
Phillips University	1907	1921
Tulsa University	1894	1923
Oklahoma Baptist University	1906	1924
Oklahoma College for Women	1909	1926
Oklahoma City University	1881	1926
The University of Oklahoma	1890	1926
Bethany Nazarene	1906	1927
Langston University	1897	1927

## CENTRAL STATE COLLEGE

Central State College, the oldest educational institution in Oklahoma Territory, was established at Edmond, Oklahoma, by the Legislature of 1890.<sup>1</sup>

At first, Central State College was a two-year normal school which offered a normal course for preparing teachers for the public schools. This was true until 1924 when the college became a four year institution offering standard degrees.

To provide practice teaching for the neophyte teachers, President E. D. Murdaugh started a Training (or Model) School in the fall of 1897. This school was modestly projected as it included only the first two grades.<sup>2</sup>

In 1903 the model school was used as a demonstration school for second year normal students enrolled in practice teaching. The students were enrolled in practice teaching for one hour a day for a term of nine weeks. Methods courses were studied before practice teaching was done.<sup>3</sup>

The following year, 1904, the model school was named the Demonstration School. It was composed of the first three grades. Soon kindergarten and all other grades up to six were added to provide a complete training school for elementary teachers. By 1909, two hours a day for nine weeks or one hour a day for eighteen weeks was required for practice teaching.<sup>4</sup>

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<sup>1</sup>College Catalogue, Vol. VII No. 3, 1923-1924, p. 11.

<sup>2</sup>Florrie Wilson, Written and Personal Interview, March 13, 1959.

<sup>3</sup>Mrs. Hugh A. Adams, Checklist 1959.

<sup>4</sup>Ibid.

By 1917 students were required to spend one hour a day in the Demonstration School for three terms of nine weeks each. The first term was observation; the second, participation; and the third, actual teaching. Student teachers received two hours credit for each course in practice teaching. Methods courses were studied before, simultaneously, and following practice teaching.<sup>5</sup>

In 1923 the amount of credit received for practice teaching was five hours. Students continued to participate in practice teaching one hour a day for a nine weeks term. Because several methods courses were now required, it was necessary for the students to take these courses prior to, during, and following practice teaching.<sup>6</sup> The same pattern of practice teaching continued until 1931. Sophomores, juniors, and seniors were permitted to enroll in practice teaching.<sup>7</sup>

A change occurred in practice teaching in 1932 as only juniors and seniors were permitted to enroll for practice teaching. Methods courses were studied before the students did practice teaching and the students continued to participate in practice teaching one hour a day for two nine weeks periods and earned five hours credit.<sup>8</sup>

Another change in practice teaching occurred in 1933 when one of the practice teaching courses was specifically stated as an observation course. Allotted time for practice teaching was increased from one hour a day to a half day for nine weeks. Some students were irregularly

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<sup>5</sup>Mrs. Orean Akin, Checklist, 1959.

<sup>6</sup>Mrs. Fred McCarrel, Checklist, 1959.

<sup>7</sup>College Catalogue, Vol. XII No. 1, p. 18.

<sup>8</sup>Mrs. Floy Bean, Checklist, 1959.

enrolled and practice teaching was fitted in with the students' scheduled classes. Students enrolled in from two to six hours of credit.<sup>9</sup>

During the period from 1933-1936 only four hours of practice teaching was required.<sup>10</sup>

Six hours of practice teaching was required beginning with 1936. From 1936-1947 students continued in practice teaching from one to three hour periods each day for a semester of eighteen weeks. Methods courses were studied before, during, and after practice teaching.<sup>11</sup>

From 1947 to 1951 only seniors were permitted to enroll for practice teaching. These students enrolled in from two to six hours of practice teaching and participated in the laboratory school one, two, or three hours a day for eighteen weeks. Methods accompanied the teaching experience.<sup>12</sup>

A new plan for practice teaching, inaugurated in 1952, provided for students to enroll for eight hours of practice teaching. The students were in practice teaching in the classroom on a half-day plan for eighteen weeks. Methods courses accompanied the teaching experience.<sup>13</sup>

Beginning in 1953, and continuing to the present time, two plans for practice teaching were adopted and students have been permitted to enroll in either of the following plans:

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<sup>9</sup>Paul Bailey, Checklist, 1959.

<sup>10</sup>College Catalogue, Vol. XIV No. 1, p. 60.

<sup>11</sup>College Catalogue, Vol. XXII No. 1, p. 36.

<sup>12</sup>Nell Ruston, Personal Interview, March 13, 1959.

<sup>13</sup>Ibid.

1. Block Plan: "Students choosing this plan will spend the entire period of nine weeks in the classroom. Those in the block have methods for nine weeks before entering practice teaching."

2. Semester Plan: "Students choosing this plan spend one-half day in the classroom over a period of eighteen weeks. Methods are studied along with the teaching." Both plans provide for eight semester hours credit.<sup>14</sup>

At the present time the laboratory school at Central State College is utilized for research and for practice teaching. In addition to practice teaching in the laboratory school, students do practice teaching in the schools of Edmond and Oklahoma City.<sup>15</sup>

Central State College pays supervising teachers of cooperating schools a small stipend upon approval of the administration of each school system training student teachers.

Only the Edmond schools have accepted the pay which consists of \$25 per student teacher who spends nine weeks six hours per day or eighteen weeks three hours per day in a student teaching experience.

Recognition to the cooperating teachers is shown in the following ways:

1. Names of cooperating teachers are listed on the college class schedules the Fall and Spring semester of each school term.
2. Each cooperating teacher is presented a card entitling them to attend the college events and to use the college library.

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<sup>14</sup>Edmond Handbook for Student Teachers, p. 1.

<sup>15</sup>Florrie Wilson, Personal Interview, March 13, 1959.

3. A recognition banquet is given in honor of the cooperating teachers and administrators, and certificates are given to the cooperating teachers in recognition of their service rendered to the college.<sup>16</sup>

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<sup>16</sup>Ibid.

## SOUTHWESTERN STATE COLLEGE

Southwestern State College was established in 1901 by the Oklahoma Territorial Legislature as the Southwestern Normal School. In 1923 the name of the college was changed to Southwestern State Teachers College. In 1924 it became a four year college. In 1939 the name was changed to Southwestern State College of Diversified Occupations, and in 1949 to Southwestern State College.<sup>17</sup>

Originally, Southwestern State College only included two years of college work; however, the college taught normal courses preparing teachers for the public schools of the state.

In order to assure better teacher preparation, Southwestern State College offered practice teaching in 1903 on the kindergarten level. The second year normal students enrolled in practice teaching, participated in the kindergarten program the entire morning for eighteen weeks.<sup>18</sup> The students received two and one-half hours credit.

In 1906, seniors (second year normal students) observed one hour a day in the training school for three terms of nine weeks. These student teachers attended a training class meeting in the afternoon once a week. The purpose of this meeting was for discussion of the experience in practice teaching and observation. Plans and methods were suggested and lectures given from time to time by various members of the faculty. Methods courses were studied with the teaching. The students received two hours credit for each course.<sup>19</sup>

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<sup>17</sup>College Catalogue, Vol. XLII No. 1, 1956-1958, p. 20.

<sup>18</sup>College Catalogue, Vol. I No. 1, 1903, p. 103.

<sup>19</sup>College Catalogue, 1906-1907, p. 71.



According to the 1907 College Catalogue, seniors did practice teaching for one hour a day for three terms of nine weeks. They studied methods courses with the practice teaching. They received two hours credit for each term.<sup>20</sup>

From 1911-1914 it appears that practice teaching was discontinued and the college offered only observation.<sup>21</sup>

In 1915 the college offered three courses in practice teaching and observation. Students were required to participate two hours a day for two nine-week periods in the training school and received five hours credit. Methods courses were studied before and during the time the student participated in practice teaching.<sup>22</sup>

By 1927 students participated in practice teaching eighteen weeks for a half day each day. The students continued to earn five hours of college credit and studied methods courses during or following practice teaching. This was the year the superintendent of the city schools became director of teacher training at the college.<sup>23</sup>

Practice teaching credit was increased to six hours in 1930. Students continued to spend an hour a day for 18 weeks in practice teaching for each two hours of credit. The students were required to enroll in a methods course and in an observation course.<sup>24</sup>

In 1938 Southwestern State College entered into an agreement with

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<sup>20</sup>Ibid.

<sup>21</sup>College Catalogue, Vol. V No. 3, 1911, p. 20.

<sup>22</sup>College Catalogue, Vol. V No. 3, 1911, p. 20.

<sup>23</sup>College Catalogue, Vol. XIII No. 1, p. 9.

<sup>24</sup>Mildred Harwedel, Checklist, 1959.

the Board of Education of the Weatherford city schools which provided that the entire city school system would serve as facilities for observation and practice teaching for student teachers. When the city system became the training school in 1938, there were various plans of assignment used to meet the needs of the students enrolled in practice teaching. For practice teaching some students were assigned one hour a day, some two hours, and others were on a half-day block. Methods courses were studied before and during the practice teaching experience. Students received from six to eight hours credit.<sup>25</sup>

The half-day block became a reality for all student teachers during the years 1952-1957. Students enrolled for eight hours credit and studied methods courses either before or during the practice teaching experience. They were in the classroom for half days eighteen weeks.<sup>26</sup>

From the half-day block the professional block emerged. This required students to teach for seven weeks all day in city schools of Weatherford, Clinton, Cordell, Thomas, or Hydro. Methods were studied for nine weeks before the students entered practice teaching. The last two weeks of the semester was used for evaluation of the experience.<sup>27</sup>

Southwestern State College pays the cooperating teachers who do demonstration teaching in the Weatherford City Schools \$567 for nine months. No pay is given to any other cooperating teachers for their service in training student teachers. The college allows the cooperating teachers to take advanced professional credit for half price.<sup>28</sup>

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<sup>25</sup>Millie Thomas, Personal Interview, April 12, 1959.

<sup>26</sup>College Catalogue, Vol. XLII No. 1, 1956, p. 66.

<sup>27</sup>Grace Burcham, Personal Interview, April 12, 1959.

<sup>28</sup>Millie Thomas, Written Interview, November 7, 1960.

## NORTHWESTERN STATE COLLEGE

Northwestern State College (Northwestern Normal School), the second state normal school, was established in 1895. The school was a four year high school and a two year normal. Northwestern became a four year college in the fall of 1924. In 1939 the institution became known as Northwestern State College.<sup>29</sup>

From the beginning, the chief purpose of the school was to prepare teachers. The school did this by providing a normal course for teachers.

Second year normal students enrolled in the demonstration school for practice teaching in 1903 for one hour a day for two terms of nine weeks. Credit received for the practice teaching was 2 1/2 hours for each nine weeks of participation. The study of methods courses varied in that some students studied methods courses prior to doing practice teaching, and some studied methods courses while they participated in practice teaching.<sup>30</sup>

In 1927 students enrolled in two semesters of practice teaching in their senior year. The Demonstration School and the public schools of Alva were used for practice teaching. Sophomore, junior and senior students spent two hours a day for the first semester and one hour a day for second semester in practice teaching for six hours credit. Some methods courses were studied prior to practice teaching; some, during practice teaching; and some, following the completion of the teaching experience. Some students had practice teaching in their major and also in their minor fields.<sup>31</sup>

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<sup>29</sup>College Catalogue, 1958-1960, pp. 16-17.

<sup>30</sup>Mattie Lyday, Personal Interview, November, 1959.

<sup>31</sup>Wilbur Tanner, Written Interview, November, 1959.

From 1932-1936 students participated in practice teaching during the sophomore, junior, and senior years. The student teachers participated in both the Training School and public schools for two hours a day for one semester. Students enrolled in two to eight hours credit for practice teaching. Methods were studied previous to or during the time of practice teaching.<sup>32</sup>

In 1937 the college opened its new training school building, the Horace Mann Training School, for the practice teachers to do their practice teaching.<sup>33</sup>

From 1937-1946 students participated in practice teaching one hour a day for three semesters of observation, participation and practice teaching for six hours credit. Only juniors and seniors were permitted to enroll in practice teaching. Methods courses were studied before and during the practice teaching experience. The students began their practice teaching by observing and gradually worked into full teaching responsibility.<sup>34</sup>

The campus training school continued to be used in training elementary teachers from 1947-1953. During this time the college increased the hours per day for practice teaching and concentrated the training in fewer weeks, culminating in a "professional semester" and "full day teaching" for twelve weeks or more. The students were assigned to classrooms for two or three hours a day for eighteen weeks. Credit

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<sup>32</sup>Eugene L. Chaffe, Checklist, 1959.

<sup>33</sup>College Catalogue, 1938-1939, p. 59.

<sup>34</sup>J. B. Stout, Written Interview, October, 1959.

given for practice teaching was six to eight hours. Methods courses were studied prior to and during the teaching experience.<sup>35</sup>

In 1953, the training school of Northwestern became a part of the city system thus eliminating a campus school.

Beginning with the year 1953, the students were required to do 216 clock hours of practice teaching in the city schools. Methods courses were generally studied during the semester of the teaching experience. The students received 6-8 hours credit.<sup>36</sup>

Northwestern State College pays all cooperating teachers who will accept pay. Some school systems refuse the pay. The amount paid the teachers varies from \$80 to \$200 based on student semester credit hours.<sup>37</sup>

Recognition is shown all cooperating teachers by the college giving them a pass to all school activities and by paying for their books and tuition when the college offers a course in supervision. Names of the cooperating teachers are published in the college catalogue.<sup>38</sup>

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<sup>35</sup>Mattie Lyday, Personal Interview, November, 1959.

<sup>36</sup>Ibid.

<sup>37</sup>Wilbur Tanner, Written Interview, November, 1959.

<sup>38</sup>Ibid., Written Interview, November 7, 1960.

## EAST CENTRAL STATE COLLEGE

East Central State College was founded in Ada in 1909, by the second Legislature of Oklahoma, as a two-year normal school and became a four year college in 1924.<sup>39</sup>

The college was established for the purpose of preparing teachers. The college provided normal courses for the teachers.

A model school was established in the beginning of the school's history and was used by the college for observation and practice teaching. In 1909 seniors (second year normal students) enrolled in practice teaching for one hour a day for three nine-week periods which consisted of observation, participation, and practice teaching. Two and one-half hours of college credit was received for each course. Methods courses were studied before the practice teaching experience.<sup>40</sup>

In 1916 sophomore and junior students enrolled for three courses in practice teaching. The first course was observation; the second, participation; and the third, actual teaching. The students received two and one-half hours credit for each course. Methods courses were studied before the practice teaching experience. In 1920 sophomore and junior students participated in the classroom one hour a day for eighteen weeks or two hours a day for nine weeks. Methods courses were studied with the teaching experience. The students received five hours credit for practice teaching.<sup>41</sup>

By 1921 East Central State College had established the Horace Mann

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<sup>39</sup>College Catalogue, Vol. V No. 1, 1919, p. 9.

<sup>40</sup>Hugh Morris, Checklist, 1959.

<sup>41</sup>John Zimmerman, Checklist, 1959.

Training School for training teachers. In this school students enrolled in an observation class for two hours credit and in two courses of practice teaching for five hours credit. Students were assigned one hour a day for eighteen weeks in practice teaching. Methods courses were studied before and during the teaching experience.<sup>42</sup>

In 1927 students enrolled for four to six hours credit in practice teaching. Sophomores and juniors in addition to seniors were permitted to enroll in practice teaching. Students were assigned to the supervising teacher one to two hours a day in the training school. Methods courses were studied during the time of the practice teaching experience.<sup>43</sup> Some of the students enrolled in one course of practice teaching in the junior year and another course in the senior year.<sup>44</sup>

In 1937 junior and senior students enrolled in practice teaching one or two hours a day for eighteen weeks and earned 4-6 hours credit. Methods courses were studied before the practice teaching experience.

Beginning in 1943, due to the current literature concerning college level for practice teaching, the college permitted only senior and second year juniors to enroll for practice teaching. Eight hours of credit was recommended but occasionally some students enrolled in only six hours credit. The students were assigned to their cooperating teachers one or two periods a day for eighteen weeks.<sup>45</sup>

In 1948, students were placed in the laboratory school and in city

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<sup>42</sup>Gertrude Montgomery, Personal Interview, May 2, 1959.

<sup>43</sup>Ibid.

<sup>44</sup>C. F. Spencer, Checklist, 1959.

<sup>45</sup>Gertrude Montgomery, Personal Interview, May 2, 1959.

schools at Byng, Latta, and Ada for practice teaching. The junior and senior students were assigned to classrooms one or two hours a day for eighteen weeks. Credit received by the students was six to eight hours. Methods courses were studied before the teaching experience.<sup>46</sup>

A professional block for student teachers was started in 1959, requiring eighteen weeks for the practice teaching experience. Under this plan the students remained on the campus and studied methods courses during the first nine weeks. Then the next seven weeks, the students participated in practice teaching at Ada, Byng, Oklahoma City, Davis, Del City, Latta, and Elmore City. At the end of the seven weeks students returned to the campus for a two-week evaluation period. Students earned eight hours credit for this training.<sup>47</sup>

Plans for the fall of 1960 were to discontinue the laboratory school. This would place all practice teachers in the city schools of Ada and other nearby city systems.

East Central College does not pay any cooperating teachers for their services in training student teachers. The college compensates the cooperating school by offering to their graduating seniors scholarships covering enrollment costs. The formula for such scholarships provides that for each semester credit hour earned by college students in student teaching under supervision of district cooperating school, said school may assign scholarships to worthy graduating seniors on the basis of one hour of college tuition for each hour of supervised teaching.<sup>48</sup>

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<sup>46</sup>College Catalogue, Vol. XL No. 1, 1948-1949, p. 20.

<sup>47</sup>Gertrude Montgomery, Personal Interview, May 2, 1959.

<sup>48</sup>John Zimmerman, Written Interview, Nov. 7, 1960.



## NORTHEASTERN STATE COLLEGE

Northeastern State College (Northeastern State Normal) was already an established school when it was purchased from the Cherokee Tribal Government by the State Legislature March 6, 1909. The normal consisted of four years of high school work and two years of college level work. In 1919 the name of the college was changed to Northeastern State Teachers College; and in 1938, to Northeastern State College. Northeastern became a four year college in 1924.<sup>49</sup>

Northeastern State College was established for the purpose of providing instruction in the art of teaching and also in the theory and practice of teaching. The college provided a model school on the third floor of the administration building so that the people preparing to teach might observe theory in practice.<sup>50</sup>

From 1909 to 1920 the model school of the college was used by second year normal students for practice teaching. The model school had classes in grades three through eight. Second year normal students enrolled in practice teaching experience which consisted of: observation of the critic teacher, keeping a record of the observation according to the college requirements, making daily lesson plans, and the presentation of a model lesson. Three nine-week terms were required for the practice teaching period and the students received two and one-half hours credit for each course during the period from 1909-1921. Methods courses were studied during the time of the practice teaching experience.<sup>51</sup>

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<sup>49</sup>College Catalogue, 1958-1959, p. 17.

<sup>50</sup>Dr. Vaud Travis, Personal Interview, October 15, 1959.

<sup>51</sup>College Catalogue, 1958-1959, p. 25.

In 1920 sophomore, junior and senior students enrolled in practice teaching for one hour a day for eighteen weeks. The students received five hours credit for practice teaching. Methods courses were studied during the time of the teaching experience.

By 1921 sophomores, juniors and seniors were permitted to enroll in practice teaching. The student teachers were required to take two courses in practice teaching for one hour a day for eighteen weeks. Students were permitted to enroll in a third course if they desired. Credit earned for the courses was two and one-half hours for each course. Methods courses accompanied the teaching experience.<sup>52</sup>

In 1927 the Bagley Training School was erected on the campus for the training of student teachers. Sophomore, junior and senior students were assigned cooperating teachers in the training school for one hour a day for eighteen weeks. The students earned five hours credit and studied methods courses with the teaching experience.<sup>53</sup>

In 1928, even though the college had a training school, some students were assigned to a rural school near Tahlequah for practice teaching.<sup>54</sup>

By 1930 students enrolled in six hours of practice teaching. Two hours were observation, two were participation, and two hours were actual teaching. The students were in the classroom one hour a day for eighteen weeks. They studied methods courses before and during the time of the teaching experience.<sup>55</sup>

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<sup>52</sup>Alpha Graham, Written Interview, June, 1959.

<sup>53</sup>College Catalogue, 1927-1928, p. 11.

<sup>54</sup>Dr. Vaud Travis, Personal Interview, October, 1959.

<sup>55</sup>Jane Harnage, Personal Interview, April, 1960.

From 1945-1948 the college had a contract with Bacone College which permitted some students to do practice teaching there.<sup>56</sup>

In 1948 the practice teaching credit requirement was increased from five to six hours. Students enrolled in two to eight hours credit in practice teaching and were assigned from one to three hours each day for eighteen weeks. Methods courses were studied before and during the practice teaching experience.<sup>57</sup>

The laboratory school became a part of the Tahlequah city system in 1953. At this time, all student teachers were placed on a block plan in the senior year. The block plan consisted of studying methods and doing practice teaching during the same semester. One group of student teachers was assigned to do practice teaching three hours each morning for eighteen weeks. A second group of student teachers was assigned to do practice teaching three hours in the afternoon for eighteen weeks. At the end of nine weeks the two groups reversed their programs. In the block plan the students received eight hours for practice teaching and studied methods courses during the block period.<sup>58</sup>

In 1953 Northeastern introduced a program known as "the buddy system" wherein student teachers assigned for a half day in the morning met with the student teacher assigned to the same grade level in the afternoon and discussed the problems concerning the pupils with whom they worked. This program was based on the idea that a sharing of experience would be

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<sup>56</sup>Alice Miller, Personal Interview, June, 1960.

<sup>57</sup>College Catalogue, 1948, p. 70.

<sup>58</sup>Leonard Rainwater, Personal Interview, January, 1959.

helpful. The buddy system was used only one year due to the fact it did not prove as profitable as expected.<sup>59</sup>

In 1958 the public schools of Tahlequah failed to provide enough facilities for the practice teachers. Arrangements were made with Tulsa, Muskogee, and Fort Gibson for elementary student teachers to do practice teaching in their school systems.<sup>60</sup>

In making assignments of student teachers in Tahlequah and in the off-campus posts, the college used two plans: Senior students assigned to do practice teaching in the Tahlequah schools enrolled for eight hours of practice teaching on a half-day basis for eighteen weeks either in the morning or afternoon. Methods courses were studied during the semester of teaching. Senior students assigned off-campus enrolled in a sixteen hour block which consisted of eight hours practice teaching. These students studied methods courses for five weeks. The students participated in practice teaching off-campus nine weeks all day and then reported back to the campus for four weeks to complete the course work.<sup>61</sup>

Northeastern State College has never paid the cooperating teachers for their services in training student teachers. Beginning the next school year -- 1961-1962 -- the college plans to compensate school districts wherein teaching is done for the college by awarding fee remission scholarships for certain high school graduates of the district who attend Northeastern, provided that the number of scholarships for each district shall not exceed one-half the number of student teachers

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<sup>59</sup>Dr. Vaud Travis, Personal Interview, October 9, 1959.

<sup>60</sup>Ibid.

<sup>61</sup>Ibid.

assigned to any district for the year. The scholarships will be available only for the freshmen year and each scholarship must be used within a two-year period following the date of award of the scholarships.<sup>62</sup>

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<sup>62</sup>Ibid.

## SOUTHEASTERN STATE COLLEGE

Southeastern State College (Southeastern Normal School) was established by the Legislature of Oklahoma March 6, 1909, and became a four year college in 1924.<sup>63</sup>

Southeastern State College was established for the purpose of preparing teachers. The college, upon its establishment, included in the curriculum courses for teacher education.

In the same year Elihu B. Henshaw established a model school of grades 1-6 for training elementary teachers.<sup>64</sup>

Four practice teaching courses were offered and students received two and one-half hours credit for each course. Senior students, second year normal students, enrolled in practice teaching, meeting one hour a day, five days a week. The college program consisted of four nine-week terms. Student teachers and critic teachers met once a week with the instructor in pedagogy and prepared for the week ahead. Similar meetings were held to review the work of the past week. Methods courses were studied concurrently with the practice teaching.<sup>65</sup>

The name of the Model School was changed to Training School in 1911 by A. S. Faulkner, director of the school. The model school which had six grades was expanded to include grades seven and eight.<sup>66</sup>

The college was only a two-year normal school and second year normal students (seniors) were permitted to do practice teaching. The student

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<sup>63</sup>College Catalogue, XXX No. 1, May, 1958, p. 15.

<sup>64</sup>College Catalogue, 1909-1910, p. 5.

<sup>65</sup>Ibid., p. 21.

<sup>66</sup>College Catalogue, VI No. 1, 1914-1915, p. 4.

teachers were assigned to teach or observe in the Training School for one hour a day for nine weeks terms. At first the student teachers mainly observed the critic teacher; then the student teachers, after being prepared, were permitted to teach. Credit was two and one-half hours each term. Methods courses were studied concurrently with the practice teaching.<sup>67</sup>

In 1919, senior students spent three nine-week terms in observation and practice teaching. This program consisted of one hour each day in the Training School. The first term was observation only; the second term, participation; and the third term actual teaching. Students earned two and one-half hours credit for each term and studied methods courses during the time of practice teaching.<sup>68</sup> During the first semester the students observed the teaching demonstration presented by a critic teacher. The students used an observation manual and engaged in discussion following the teaching period. During the second semester the students were allowed to participate in part-time practice teaching. This practice teaching included weighing and measuring children, giving tests, making records, coaching weak pupils, supervising playground experiences, and many other activities related to teaching. The third semester students were permitted to teach classes one hour each day. Methods courses accompanied the teaching experiences.<sup>69</sup>

It was believed that after completing this program new teachers

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<sup>67</sup>Ibid., p. 19.

<sup>68</sup>Bruce Johnson, Checklist, 1959.

<sup>69</sup>Marion Severance, Personal Interview, March 20, 1959.

will have a body of experiences which would enable them to approach actual classroom responsibility with confidence.<sup>70</sup>

The following changes occurred in the practice teaching program in 1930: the college required sophomore, junior, and senior students to have ninety hours of college work before enrolling in practice teaching; three courses of practice teaching were required of each student for which the student earned six hours credit. Students spent eighteen weeks one hour a day in practice teaching. The methods courses accompanied the teaching experiences.<sup>71</sup>

By 1940 students were permitted to enroll in from six to eight hours credit in practice teaching. They were assigned two hours a day for eighteen weeks in the classroom. Methods courses accompanied the teaching experience.<sup>72</sup>

In 1947 practice teachers spent 135 hours in teaching; however, some of the student teachers continued under the old plan of participating in the classroom for one period a day for two semesters. Elementary methods consisted of several courses which necessitated students studying some before, during, and after completing practice teaching. Credit earned for practice teaching was six to eight hours.<sup>73</sup>

In 1956 the college discontinued the laboratory school on the campus which made it necessary for the practice teaching to be done in the public schools.<sup>74</sup>

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<sup>70</sup>Sally Leonard, Written Interview, March 27, 1959.

<sup>71</sup>Elizabeth McKinney, Checklist, 1959.

<sup>72</sup>College Catalogue, XXX No. 1, 1940, pp. 6, 7.

<sup>73</sup>A. O. Pool, Personal Interview, March 20, 1959.

<sup>74</sup>Ibid.



When the laboratory school was discontinued the college set up three plans for training elementary teachers which were as follows:

1. Senior students enrolled in two to six hours credit reported to practice teaching one or two hours a day for eighteen weeks.

2. Senior students enrolled for practice teaching for eighteen weeks on a half-day basis.

3. Senior students enrolled for six hours credit in practice teaching all day the last six weeks of the term.

Methods courses were studied before participating in practice teaching by those who taught full days and simultaneously with practice teaching by the other groups.<sup>75</sup>

Under these three plans students did practice teaching in the city schools of Durant, Madill, Ardmore, Hugo, Hartshorne, Talihina, Hayworth, and Milburn.<sup>76</sup>

Southeastern State College pays only the cooperating teachers of the Durant City Schools. The following schedule has been used by the College for several years:

Number of semester hours credit received by student teachers supervised by co-operating teacher.	Amount of pay per month for the semester (4 1/2 months) the student teacher is enrolled.
1 - 2	\$ 5.00
3 - 5	7.50
6 - 8	10.00
9 - 12	12.50
12 - 18	15.00
19 - 24	17.50
25 - 34	20.00
More than 35 hours	22.50

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<sup>75</sup> Marshall Nagle, Personal Interview, March 20, 1959.

<sup>76</sup> Ibid.

No recognition is offered to other teachers for their services in training student teachers.<sup>77</sup>

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<sup>77</sup>Marion Severance, Written Interview, November 7, 1960.

## PANHANDLE AGRICULTURAL AND MECHANICAL COLLEGE

The Pan-Handle Agriculture Institute was established in Goodwell, Oklahoma, by the State Legislature in 1909. In 1921, the legislature authorized the school to offer a two-year college course, and its name was changed to Panhandle Agricultural and Mechanical College. In 1926 the college was permitted to offer four years of college work.<sup>78</sup>

In 1921 the college offered courses to help prepare young people for teaching.

The earliest catalogue on file at Panhandle Agricultural and Mechanical College was for the year 1915-1916. This catalogue revealed that practice teaching in the training school of eight grades was required during the entire senior year. Along with practice teaching, observation was provided for in a training school and in the Goodwell Public Schools under a critic teacher for one hour a day for a nine-weeks term. Credit earned was two and one-half hours for each course.<sup>79</sup>

In 1923 sophomores, juniors, and seniors enrolled in a course called directed observation and participation, for three hours credit. The students participated in the classroom one hour a day for nine weeks. Methods courses were studied prior to, during, and following the practice teaching.<sup>80</sup>

In 1924 the practice teaching program was continued with sophomore, junior and senior students enrolling in one to three hours of practice teaching credit for each term of nine weeks. Two and one-half hours

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<sup>78</sup> College Catalogue, 1958-1960, p. 1.

<sup>79</sup> Ibid., p. 26.

<sup>80</sup> College Catalogue, 1923-1924, p. 35.

credit was earned for each course. Methods courses were studied prior to the teaching experience.

In 1937, when the laboratory school was discontinued, the college used only the public schools of Goodwell in which to train teachers. Juniors and seniors enrolled in from two to six hours credit in practice teaching and participated in the classrooms from one to three hours each day for a term of eighteen weeks. Methods courses were studied before and during the teaching experience.<sup>81</sup>

During the years 1937-1954, practice teaching at Panhandle Agricultural and Mechanical College went through a transition stage of changing from one to three hour periods in the classroom to a block of specified time for teaching.

This change made it possible for student teachers to be enrolled in one of the following ways: All day for nine weeks, one-half day for eighteen weeks, or broken hours totaling 270 clock hours. Under this plan only seniors are permitted to enroll in practice teaching. Methods courses are studied before or during the practice teaching experience.

Students are assigned to Goodwell, Guymon and Texhoma schools within a radius of ten miles of the college.<sup>82</sup>

The Panhandle College pays each cooperating teacher \$25 for each student teacher under his or her supervision. No other recognition is given to the teachers for their services in training student teachers.<sup>83</sup>

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<sup>81</sup>College Catalogue, 1937-1938, p. 18.

<sup>82</sup>Adrian Wickstrum, Written Interview, June, 1960.

<sup>83</sup>Ibid., November 7, 1960.

## BENEDICTINE HEIGHTS COLLEGE

Benedictine Heights College was established as the Catholic College for Young Women in Guthrie, Oklahoma, by three Benedictine Sisters in 1892. This was a two-year college. Later the college name was changed to Benedictine Heights. The school was moved to Tulsa in 1955.<sup>84</sup>

In the early day of the college history a few of the Benedictine Sisters were taught courses which prepared the Sisters for teaching.

In 1907, a Normal Training School was established in the Motherhouse on the campus of the Catholic College for Women.<sup>85</sup>

The following letter from Mr. R. H. Wilson to Mother M. Joseph reveals some of the history of the practice teaching of the Normal School education:

M. Joseph:

Mr. Turner, State Inspector of the Normal Schools, has made his report to us after inspecting the work done in your college. I beg to quote from it and to say that the Normal School is fully approved and accredited by the State Department.

The faculty numbering fifteen of the Catholic Normal School at Guthrie hold standard degrees. They attended Normal Schools and Universities every summer and seem to be up and going all the time.

The building has ample rooms for classes, offices, chapel, dormitories, laboratories, and library. All school equipment and conditions are good.

I heartily recommend the work of this fine institution for your approval.<sup>86</sup>

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<sup>84</sup>College Catalogue, 1958-1960, p. 8.

<sup>85</sup>Sister Mary Payne, Personal Interview, June 20, 1959.

<sup>86</sup>R. H. Wilson, State Superintendent of Schools, Letter, April 21, 1915.

In 1916 it became a four year liberal arts college and was empowered to confer collegiate degrees.<sup>87</sup>

Sophomore, junior, and senior students enrolled in practice teaching in 1916 and observed in the city schools. The students working for a Life Teaching Certificate observed in the classrooms five hours a week for one semester. No credit was given for this course. The observation was supplemented by conferences with the college instructor three hours a week.<sup>88</sup>

In 1929-1930, in addition to observation, practice teaching was offered in the public schools. During this period juniors were permitted to enroll for practice teaching. Two hours of college credit in practice teaching was required of students working for the two-year elementary certificate; five hours were required for those desiring a life certificate. Students met in the public school one hour a day for a semester. The students earned 2-5 hours credit of eighteen weeks. Methods courses were studied prior to practice teaching.<sup>89</sup>

In 1937 the five hours of college credit for practice teaching was increased to six hours. Junior and senior students were required to enroll in two courses, one the first semester and the other the second semester. Methods courses were studied prior to practice teaching.<sup>90</sup>

Junior and senior students enrolled in practice teaching for either

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<sup>87</sup> College Record, 1916, p. 27.

<sup>88</sup> Bulletin, Catholic College for Young Women, 1915-1916, p. 27.

<sup>89</sup> Bulletin, Catholic College for Young Women, Vol. II No. 3, 1929-1930, p. 28.

<sup>90</sup> Bulletin, Catholic College for Young Women, Vol. XXI No. 1, 1937-1938, pp. 24, 25.

two or three hours in 1942. They met ninety class periods of one hour a day for a semester of eighteen weeks. Methods courses were studied prior to the teaching experience.<sup>91</sup>

The same plan for practice teaching continued until 1950. In that year only seniors were permitted to enroll in practice teaching for six hours credit. They were assigned to the classroom one hour a day for eighteen weeks. Methods courses were studied prior to the teaching experience. There were two courses in methods offered, one for primary teachers and one for intermediate grade teachers.<sup>92</sup>

The practice teaching courses from 1954 to 1956 included conference, observation, and directed teaching for six hours of college credit. Seniors enrolled in one practice teaching course each semester. Students participated in the classroom on a half-day basis for eighteen weeks. Methods courses were studied prior to the teaching experience.<sup>93</sup>

The practice teaching program at Benedictine Heights College was set up in a block plan in 1957 and is still the plan today. Under this plan the former requirement of two semesters of practice teaching was reduced to one semester. Senior students enrolled for six hours credit in practice teaching and participated in the classroom on a half-day basis for eighteen weeks. Methods courses accompanied the teaching experience.<sup>94</sup>

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<sup>91</sup>Bulletin, Catholic College for Young Women, Vol. XXII No. 1, 1942-1945, p. 30.

<sup>92</sup>Catalogue, Benedictine Heights College, Vol. XXV No. 1, 1950-1952, pp. 45-46.

<sup>93</sup>College Catalogue, 1954-1956, p. 55.

<sup>94</sup>Louis Scherer, Personal Interview, January 16, 1959.

An interesting plan carried on by Benedictine Heights College concerning practice teaching is the required ten hours of observation done by students in a course, Introduction to Education. This plan requires students to interview six teachers in the public and private schools in the field which the student plans to teach. These interviews and observations are discussed. The purpose of the observation is to sharpen the students' awareness of what to observe and to help the student decide if he desires to continue his preparation for teaching.<sup>95</sup>

Benedictine College offers no remuneration to the cooperating teachers for their services in training student teachers.

Recognition is given in the form of college credit. The college also offers aid to the teachers by giving them access to books or providing speakers for meetings.<sup>96</sup>

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<sup>95</sup>Ibid., July 7, 1960.

<sup>96</sup>Ibid., Written Interview, November 7, 1960.



## OKLAHOMA STATE UNIVERSITY

Oklahoma Agricultural and Mechanical College was established in Stillwater, Oklahoma, in 1894 by provisions of the Enabling Act of Oklahoma which granted 250,000 acres of land for the college. The name of the college was changed to Oklahoma State University in 1957.<sup>97</sup>

The college, from its foundation, was an agricultural college and no thought was given to teacher education until October 1908. That year the Superintendent of Education wrote the college president a letter in which he said,

I would suggest that you put a special course in the Agricultural and Mechanical College to be known as the Teacher's Normal course . . . that you add to your course not less than a year's work in pedagogical lines including the history of education, philosophy of education, and school management.

John W. Wilkinson, Assistant Superintendent.<sup>98</sup>

The Agricultural and Mechanical College added the normal course to its curriculum in 1909. This course provided both study and practice teaching in the common branches for secondary teachers and administrators.<sup>99</sup>

The secondary program led into the elementary teacher training program in 1917. Senior students enrolled in two hours credit of primary teaching which met two hours a day for twelve weeks. The students were assigned to the city school classrooms. Methods courses were studied during and following the practice teaching experience.<sup>100</sup>

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<sup>97</sup>College Catalogue, 1909-1910, p. 7.

<sup>98</sup>College Catalogue, 1908-1909, p. 16.

<sup>99</sup>College Catalogue, 1909-1910, p. 123.

<sup>100</sup>Grace Poole, Checklist, 1959.

In 1923 practice teaching was also offered to freshmen and sophomores. Students enrolled in practice teaching for a term of twelve weeks. They met two hours a week on Monday and Wednesday or Tuesday and Friday. Students earned three hours credit for practice teaching. The Jefferson School, a public school in Stillwater, served as the laboratory for practice teaching.<sup>101</sup>

In 1924, in order to meet the rules of the State Board of Education, Oklahoma Agricultural and Mechanical College required freshmen and sophomore students working for a life teaching certificate to enroll in five hours credit in practice teaching. The institution required those working toward a two-year certificate to enroll in two semester hours credit in practice teaching.

In 1926 the college required two hours of observation and methods before sophomore, junior, and senior students could participate in practice teaching. The practice teaching consisted of one hour of class work and six hours of laboratory work per semester of eighteen weeks for three hours credit. The teaching was done in the city schools. Methods courses were studied before practice teaching was done.<sup>102</sup>

In the 1930's the college and the Stillwater city schools failed to make an agreement concerning the use of the public schools as laboratories for training practice teachers from the college. As a result, the practice teachers were all transported to Cushing for practice teaching.<sup>103</sup>

Only junior and senior students were permitted to enroll in practice

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<sup>101</sup>Kathryn Long, Personal Interview, June 16, 1959.

<sup>102</sup>College Catalogue, Vol. XXVI No 5, 1926-1927, p. 247.

<sup>103</sup>Guy Lackey, Personal Interview, June 17, 1959.

teaching in 1937. Those qualifying for a one-year certificate enrolled for four hours credit, and those qualifying for a life certificate enrolled in six hours credit in practice teaching. Students spent an hour a day in practice teaching for one eighteen week term. Methods courses accompanied the teaching experience.<sup>104</sup>

A change in the practice teaching program occurred as a result of two faculty members attending Chicago University in the latter part of the 1930's. They came back with the idea that students should spend two hours a day in practice teaching. When this idea was implemented, those who had the two-hour-a-day plan took three courses. Course one was observation and courses two and three were practice teaching. This provided opportunity for the student to spend one hour of his practice teaching in one grade level and the second hour in a different grade level. Credit earned by the students was six hours.<sup>105</sup>

The two hour plan continued until 1943 when a block system was inaugurated. The block system prevented students taking other classes while taking practice teaching. The first block consisted of nine weeks methods and then nine weeks of practice teaching. A little later the plan was changed to eight weeks on campus studying methods, nine weeks off campus teaching, then one week back on campus for evaluation. Students earned six hours credit for this block of training.<sup>106</sup>

From 1946-1953 junior and senior students enrolled in a teaching block consisting of eight hours practice teaching and seven hours of

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<sup>104</sup>Ibid.

<sup>105</sup>Ibid.

<sup>106</sup>Ibid.

methods. The students did four weeks practice teaching in the Stillwater schools and four weeks outside of Stillwater. Methods courses were studied by the students before doing practice teaching.<sup>107</sup>

From 1953 to the present time only senior students are enrolled in elementary practice teaching. Students now teach an average of seven weeks off-campus all day. The clock hours for elementary practice teaching vary from 225-300 hours. Students are scheduled for full time teaching from six to nine weeks with an average of seven weeks. One hour of credit is earned for each full week of teaching. Methods are studied during the first seven weeks when the students are on the campus.<sup>108</sup>

Oklahoma State University utilizes many city systems for elementary practice teaching. These systems include: Bartlesville, Cushing, Del-City, Henryetta, Oklahoma City, Okmulgee, Pawhuska, Perry, Ponca City, Sand Springs, Stillwater, Stroud, Tonkawa and Tulsa.<sup>109</sup>

Oklahoma State University gives no remuneration to the cooperating teachers for their services in training student teachers; however, the University does pay a sum of money to the city schools of Stillwater.<sup>110</sup>

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<sup>107</sup>Margaret Hampel, Written Interview, April, 1960.

<sup>108</sup>Teacher Education Program, Oklahoma State University, 1960, p. 2.

<sup>109</sup>Ibid.

<sup>110</sup>Dr. Ida T. Smith, Personal Interview, November 7, 1960.

## PHILLIPS UNIVERSITY

Phillips University was founded in Enid, Oklahoma, as Oklahoma Christian University by the Christian Church or Disciples of Christ in 1907. In 1913 the college was renamed Phillips University in honor of T. W. Phillips.<sup>111</sup>

Phillips University in its beginning, like so many Oklahoma colleges, was only a two year college. The college prepared students to teach in Oklahoma schools. In 1911 the school was approved for granting all teachers certificates but no practice teaching was required.<sup>112</sup>

The approval for granting the certificates was received in a letter to the president which was as follows:

My Dear President:

I take pleasure in informing you that your institution was placed upon the accredited list for state certificates and that your graduates who have taken twenty hours in psychology and pedagogy will be given a certificate of the same sort as that granted to the University of Oklahoma.

(Signed) A. C. Parsons  
State Inspector of High Schools<sup>113</sup>

The early teachers prepared at Phillips were high school teachers. In 1917 the college offered two semesters of practice teaching which was done in the Enid City Schools. There were three courses of methods offered which were taken before, during, and after the teaching experience. Freshmen and sophomores enrolled in the courses and met class once or twice a week.<sup>114</sup>

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<sup>111</sup>College Catalogue, 1907-1908, pp. 15-17.

<sup>112</sup>College Catalogue, LIII No. 2, 1959-1960, p. 16.

<sup>113</sup>College Catalogue, 1911-1912, p. 76.

<sup>114</sup>J. Clifford Shirley, Personal Interview, April 4, 1959.

In 1921, this statement appeared in the College Catalogue: "To those intending to teach in elementary schools opportunity for observation will be given in Enid schools during the regular school year." This was the beginning of elementary practice teaching in Phillips University.<sup>115</sup>

Sophomore and junior students enrolled in elementary practice teaching participated in the classroom one or two hours each week during the semester of eighteen weeks and earned two hours credit in practice teaching. Methods courses accompanied the teaching experience.

In 1925 practice teaching credit hours were increased from two to five hours and within the next two years the hours were increased to six. Sophomore and junior students enrolled in practice teaching one or two hours a day for eighteen weeks. The students earned five hours credit.<sup>116</sup>

By 1928 the practice teaching program in Phillips University was quite different from that of former years. Juniors and seniors met the practice teaching assignments two hours a day on Monday, Wednesday, and Friday for a semester. The students enrolled in as little as two hours or in as much as nine hours credit in practice teaching. General methods courses were studied by the students before doing practice teaching and specific methods courses were studied on Tuesday and Thursday accompanying the teaching experience.<sup>117</sup>

Practice teaching requirements in Phillips University from 1955 to

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<sup>115</sup>College Catalogue, 1921-1922, p. 73.

<sup>116</sup>College Catalogue, 1925-1926, p. 80.

<sup>117</sup>Ethel Manahan, Written Interview, June 20, 1960.

the present time provide for student teachers of the senior level to spend one-half day for eighteen weeks in the Enid city schools and in nearby city schools. Methods courses accompany the teaching experience.<sup>118</sup> The students earn 2-8 hours credit.

Phillips University offers no remuneration to the cooperating teachers for their services in training student teachers.

Recognition is shown the cooperating teachers by the college giving passes to all school activities.<sup>119</sup>

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<sup>118</sup>J. C. Shirley, Personal Interview, April 4, 1959.

<sup>119</sup>Ibid., November 7, 1960.

## TULSA UNIVERSITY

Tulsa University had its origin in 1894 in the Presbyterian School for Girls at Muskogee, Oklahoma. Later the school was named Henry Kendall College. In 1907 the college was moved to Tulsa and later named Tulsa University.<sup>120</sup>

The first record of teacher education appeared in the 1909 College Catalogue which stated: "Attention is called to the excellent course in education open to students who intend to teach." This special course provided practice teaching for secondary teachers.<sup>121</sup>

Practice teaching for elementary teachers began in 1923 when practice teaching was offered in grades one to six. Sophomores, juniors, and seniors enrolled for from two to five hours credit in practice teaching. The students were required to spend two hours a week in practice teaching for each credit hour earned. The students did practice teaching in the Kendall School near the college campus. Methods courses were studied preceding or concurrently with the teaching experience.<sup>122</sup>

By 1930, elementary methods were required before practice teaching. The sophomore, junior and senior students enrolled in kindergarten work did practice teaching on the University campus. All other students did practice teaching in the city schools for a semester one or two hours a day for eighteen weeks. Credit earned was five hours.<sup>123</sup>

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<sup>120</sup> Grant Foreman, Muskogee The Biography of an Oklahoma Town, pp. 110-112.

<sup>121</sup> College Catalogue, Vol. XV, June, 1909, p. 30.

<sup>122</sup> College Catalogue, Vol. XXXIII No. 1, 1925-1926, p. 53.

<sup>123</sup> Mrs. L. B. Hatfield, Checklist, 1959.



Sophomore, junior and senior teachers were required to have six hours college credit in practice teaching in 1931. Students continued to spend one or two hours a day in the city schools for eighteen weeks, having studied methods courses previously to doing their practice teaching. The students did clerical work such as grading papers, and finally did some practice teaching.<sup>124</sup>

During the 1940's some junior and senior students spent one hour a day three times a week for eighteen weeks in practice teaching while others participated in practice teaching on a half-day basis for eighteen weeks. Most of the students studied methods courses before doing practice teaching. Credit earned for practice teaching was six hours.<sup>125</sup>

In the 1950's both juniors and seniors enrolled in practice teaching. Some students participated in the classroom one hour a day for two semesters of eighteen weeks while others were in the classroom one hour three times weekly for two semesters of eighteen weeks earning six hours credit. Methods courses were studied prior to or concurrently with practice teaching.<sup>126</sup>

At the present time only senior students are enrolled for six hours credit in practice teaching in one semester or for three hours credit in practice teaching for two semesters. The students enrolled for two semesters participate in the classroom one hour three times weekly for two semesters of eighteen weeks. Students enrolled for one semester

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<sup>124</sup> Ross Beal, Personal Interview, March 27, 1959.

<sup>125</sup> Mrs. Kenneth Beane, Checklist, 1959.

<sup>126</sup> Mrs. H. Kinnamon, Personal Interview, October 15, 1959.

participate in the classroom nine weeks all day for practice teaching in the Tulsa city schools. Methods courses are studied either prior to or concurrently with the teaching experience.<sup>127</sup>

Tulsa University does not remunerate the cooperating teachers; however, a recognition tea is usually given in honor of the cooperating teachers and student teachers each semester. Occasionally the cooperating teachers' names are listed in official reports.<sup>128</sup>

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<sup>127</sup>Ibid.

<sup>128</sup>Elmer Ferneau, Written Interview, November 7, 1960.

## OKLAHOMA BAPTIST UNIVERSITY

Oklahoma Baptist University was founded in Shawnee, Oklahoma, by the Baptist denomination in 1906. School opened in 1911, but owing to the lack of finances, soon closed down. It was reopened in 1915.<sup>129</sup>

The teacher education program at Oklahoma Baptist University from 1915 to 1924 provided only two to four hours of observation in the Shawnee city schools for those students planning to be teachers.<sup>130</sup>

According to the 1924 college catalogue, a combination of observation and practice teaching was offered for the first time in that year. In 1925, junior students enrolled in four hours credit in practice teaching. Some students spent an hour a day for eighteen weeks in the classroom while some were in the classroom only an hour or so a week. Methods courses accompanied the teaching experience. In 1926 credit for practice teaching was increased to five hours.<sup>131</sup>

Practice teaching credits were increased from five to six hours in 1928. Some junior students observed one hour a day for eighteen weeks in the Shawnee city schools while others spent one-half day two or three times a week observing in several different schools. Methods accompanied the teaching experience.<sup>132</sup>

By 1934 practice teaching experience was limited to senior students. The students were assigned in practice teaching two or three half-days a week for eighteen weeks. This was mostly observation in several

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<sup>129</sup>Eunice Short, Short History of Oklahoma Baptist, a pamphlet.

<sup>130</sup>College Catalogue, Vol. I No. 1, 1915, p. 21.

<sup>131</sup>College Catalogue, Vol. XI No. 1, 1926-1927, p. 65.

<sup>132</sup>Mrs. Muriel Clifton, Checklist, 1959.

different city schools. The students handed in observation reports based upon the different grade levels observed. Methods courses accompanied the teaching experience.<sup>133</sup>

In 1940 the elementary teachers were divided into three groups for observation and practice teaching. The first group of students observed occasionally for one or two hours each week during the semester; the second group spent two hours daily in the classroom for eight weeks in practice teaching; the third group spent one hour a day for eighteen weeks in the city schools of Shawnee. Methods courses accompanied the teaching experience. The students earned six hours credit for practice teaching.<sup>134</sup>

At the present time, at Oklahoma Baptist University, practice teaching is taken along with the student's regularly scheduled classes. Senior students are permitted to enroll in two to six hours depending on their scheduled classes. The student is assigned five to six weeks observing, then is permitted to teach one or two units in his chosen field.<sup>135</sup> Many students enroll in practice teaching on two grade levels. Methods courses accompany the teaching experience.

Oklahoma Baptist University offers no remuneration to the cooperating teachers for their services in training student teachers. One of the Shawnee teachers is also a part-time employee of the University and serves in a liaison capacity.<sup>136</sup>

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<sup>133</sup>College Catalogue, Vol. XIX No. 2, 1934, p. 96.

<sup>134</sup>Dean Lewis E. Solomon, Personal Interview, January 2, 1959.

<sup>135</sup>Ruth Pratt, Written Interview, March, 1959.

<sup>136</sup>Dean Lewis E. Solomon, Written Interview, November 7, 1960.

## OKLAHOMA COLLEGE FOR WOMEN

The Industrial Institute and College was a college for women established in Chickasha, Oklahoma, by the first State Legislature of Oklahoma in 1909. In 1916, a Legislative Act provided for renaming the school as the Oklahoma College for Women.<sup>137</sup>

In the beginning, the curriculum of the Oklahoma College for Women included both secondary school and college level work. The regents eliminated the secondary education from most colleges in 1920, but the high school classes at Oklahoma College for Women continued through 1925. Courses that prepared teachers were taught.

Elementary practice teaching began in 1926 with student teaching and observation in the city schools by both freshmen and sophomore college students. The students spent an hour in the classrooms once or twice a week for a semester and earned three or four semester hours of credit. The city schools of Chickasha served as a laboratory chiefly for observation. This program continued from 1926-1934. Methods courses preceded or were studied concurrently with the teaching experience.<sup>138</sup>

In 1935, the program of teacher training permitted only junior or senior students to enroll in practice teaching. The students were in the classroom for a whole semester of eighteen weeks one hour each day. The work during the period was largely observing, grading papers, and acting as a substitute teacher when the cooperating teacher was absent. The students earned three to five hours credit depending upon the laboratory assignment. Occasionally the students visited a consolidated

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<sup>137</sup> College Catalogue, Vol. I No. 3, 1959, p. 11.

<sup>138</sup> John T. Eischied, Personal Interview, March 27, 1959.

school. Methods courses were studied prior to or concurrently with the practice teaching experience.<sup>139</sup>

For the practice teachers in 1938 the college offered three courses in practice teaching for which junior and senior students earned eight hours credit.<sup>140</sup> The students were assigned to the classroom one hour a day for eighteen weeks. Methods were studied during the practice teaching experience.

Another change in practice teaching occurred in 1948 as the students were assigned one hour a day for eighteen weeks in the public schools and earned eight hours credit. Methods courses were studied previous to and simultaneously with practice teaching.<sup>141</sup>

A still greater change in practice teaching occurred in 1951 when off-campus practice teaching was introduced in cities other than Chickasha. The cities were Lawton, Rush Springs, and Cyril. Students participated in the classroom all day for a month and earned eight hours credit. The students assigned in Chickasha were on a half day basis for eighteen weeks. Some of the methods courses were studied before doing practice teaching and then completed when the students returned to the campus.<sup>142</sup>

Increased laboratory facilities were acquired by the college in 1953 when the college entered into an agreement with the Jane Brooks Foundation to use the Jane Brooks School for practice teaching. The

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<sup>139</sup>Ibid.

<sup>140</sup>College Catalogue, Vol. XXIX No. 4, 1938, pp. 71-72.

<sup>141</sup>John T. Eischied, Personal Interview, March 27, 1959.

<sup>142</sup>Ibid.

Jane Brooks School and the speech clinic offered opportunity for elementary teachers to major in specialized education.<sup>143</sup>

Still more time for practice teaching was provided for the students in the years 1956-1958, as the students spent three hours a day for a semester in the Chickasha city schools for six to eight hours credit. In most cases methods courses were studied prior to practice teaching.<sup>144</sup>

The college practice teaching extended into public schools in nearby areas in 1958. Seniors spent one-half day for eighteen weeks in the classroom and earned six to eight hours credit. Methods courses were studied prior to the teaching experience.<sup>145</sup>

Ninety percent of the 1959 graduates of Oklahoma College for Women received teaching certificates. The percentage is slightly higher than at the six four-year state colleges which specialize in teacher training.<sup>146</sup>

Oklahoma College for Women offers no pay to the cooperating teachers for their services in training student teachers.

Recognition is given to the cooperating teachers in the following ways:

1. by allowing student teachers to substitute for the cooperating teachers when they are ill, or when they are absent to attend a professional meeting,
2. by furnishing complimentary tickets to college activities,
3. by inviting the cooperating teachers to a yearly dinner given at the college in their honor.<sup>147</sup>

<sup>143</sup> College Catalogue, Vol. XLV No. 3, 1955-1956, p. 16.

<sup>144</sup> Mrs. Aron Smith, Written Interview, June, 1960.

<sup>145</sup> Ibid.

<sup>146</sup> Tulsa Tribune, June 2, 1960, Sec. 2, p. 43.

<sup>147</sup> John T. Eischied, Written Interview, November 7, 1960.

## OKLAHOMA CITY UNIVERSITY

Oklahoma City University, a Methodist School, had its earliest beginning in 1881 at Fort Worth, Texas. In 1904 Epworth University opened at Oklahoma City. This school was abandoned seven years later. In 1911 another Methodist School was opened in Guthrie and in 1919 moved to Oklahoma City.<sup>148</sup> These three colleges formed the nucleus for the present college.

Oklahoma City University, from its earliest beginning, prepared teachers and included in its curriculum courses for them.

Practice teaching for elementary teachers began in 1926 when sophomores, juniors, and seniors were permitted to enroll for two to five hours credit in practice teaching. The students were permitted to take practice teaching over several semesters. They were assigned to the classroom for two hours a day for eighteen weeks. Methods courses accompanied the teaching experience.

In 1927 sophomore, junior and senior students in practice teaching worked with the cooperating teachers two forenoons each week for a semester. They participated in practice teaching either Tuesday and Thursday or Wednesday and Friday for five hours credit. Students were permitted to enroll in half of the practice teaching during one semester. Methods courses were studied during the practice teaching experience.<sup>150</sup>

By 1930 sophomore, junior and senior students participated in practice teaching on Tuesday and Thursday forenoons in the Oklahoma City

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<sup>148</sup>College Catalogue, Vol. XV No. 2, 1925, p. 17.

<sup>149</sup>College Catalogue, 1926, p. 41.

<sup>150</sup>College Catalogue, Vol. XVII No. 3, 1927, p. 77.



schools. The students taught and observed for eighteen clock hours for each hour's credit. They were permitted to enroll for two to five hours credit. Methods courses accompanied the teaching experience.<sup>151</sup>

In 1933 no cooperating teacher had more than two students in practice teaching at a time. The college continued the same practice teaching program as in 1930.

The only changes in practice teaching by 1938 were that only juniors and seniors participated in practice teaching and methods courses paralleled or followed practice teaching.<sup>152</sup>

Practice teaching credit at Oklahoma City University was increased to six hours in 1946. Junior and senior students were assigned to the classroom Tuesday and Thursday forenoons. Methods courses accompanied the teaching experience.<sup>153</sup>

A change occurred in practice teaching in 1955 and has continued to the present time. As a result of a change only seniors are enrolled in practice teaching for six hours credit, participating on a half-day basis for sixteen weeks. The students work in the Oklahoma City schools and in public schools of nearby cities. Methods courses are studied before participation in practice teaching.<sup>154</sup>

Oklahoma City University gives no remuneration to the cooperating teachers for their services in training student teachers.

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<sup>151</sup> College Catalogue, Vol. XXI No. 2, 1930-1931, p. 70.

<sup>152</sup> College Catalogue, Vol. XXIII No. 10, 1936-1938, p. 68.

<sup>153</sup> College Catalogue, Vol. XXV No. 12, 1946-1947, p. 49.

<sup>154</sup> Mrs. H. Oridan, Personal Interview, March 7, 1959.

Recognition is given to the cooperating teachers with a formal dinner on the campus each semester. At the dinner each cooperating teacher is presented a billfold size card recognizing them as members of the Oklahoma City University faculty.<sup>155</sup>

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<sup>155</sup>Mrs. H. Oridan, Written Interview, November 7, 1960.

## THE UNIVERSITY OF OKLAHOMA

The University of Oklahoma was founded in Norman, Oklahoma, by an act of the First Legislature of the Territory of Oklahoma, December 19, 1890.<sup>156</sup>

When the University was founded, the law stated that one of the purposes of the University was to provide means of acquiring a thorough knowledge in the theory and art of teaching. The college first provided, in its curriculum, courses in teacher education for administrators and high school teachers.<sup>157</sup>

The elementary practice teaching program at Oklahoma University began in 1926. Sophomores, juniors, and seniors were required to take three semesters of practice teaching and to spend two hours daily in a laboratory school for eighteen weeks. The first two semesters were done in the campus elementary school. The students were permitted to do the third semester of teaching in the campus school or in the Norman city schools. Students earned two hours credit for each course in practice teaching. Methods courses were studied before and during the practice teaching.<sup>158</sup>

By 1931 sophomore, junior and senior students were permitted to enroll in eight hours credit in practice teaching. Students continued practice teaching on the three semester basis until 1946. During two of the three semesters, one hour a day was spent in the campus laboratory school and during the third semester one hour a day was spent in either

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<sup>156</sup>Bulletin of the University of Oklahoma, June, 1958, p. 7.

<sup>157</sup>Bulletin, College of Education, December 15, 1957, p. 27.

<sup>158</sup>Ellsworth Collings, Written Interview, August, 1959.

the campus laboratory school or in a city school. Methods courses were studied prior to or concurrently with the practice teaching experience.<sup>159</sup>

A block system for practice teaching of one-half day for eighteen weeks was begun in 1946. Junior and sophomore students enrolled for eight hours credit in practice teaching and studied methods courses prior to, during, or after practice teaching was completed.<sup>160</sup>

In the campus school in which elementary student teachers do practice teaching the class sizes are limited to twenty-five pupils per grade. Parents pay tuition for their children to attend the laboratory school.<sup>161</sup>

During the summer terms the elementary laboratory school, including the kindergarten, offered a six weeks enrichment program at each grade level, for observation only.<sup>162</sup>

In recent years more facilities have been obtained for practice teaching. These facilities include the Crippled Children's Hospital in Oklahoma City and the college speech clinic on the campus.<sup>163</sup>

At the present time, elementary student teachers who are seniors are permitted to enroll in two to eight hours credit in practice teaching. The students participate in the classroom all day for eight weeks. Methods courses are studied concurrently with the practice teaching.<sup>164</sup>

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<sup>159</sup>Ruth Elder, Written Interview, August, 1959.

<sup>160</sup>Ibid.

<sup>161</sup>College of Education Bulletin of the University of Oklahoma, December, 1957, p. 32.

<sup>162</sup>Ibid.

<sup>163</sup>Jack Fellows, Personal Interview, March 27, 1959.

<sup>164</sup>College Catalogue, June, 1958, p. 96.

Oklahoma University elementary student teachers participate in practice teaching in the Campus Training School, Crippled Children's Hospital, Speech Clinic, Oklahoma City schools, and public schools of other nearby cities.<sup>165</sup>

The University of Oklahoma gives no remuneration to the cooperating teachers for supervising student teachers.

The University attempts to recognize the cooperating teachers by inviting them to the university campus periodically to consult with university officials about the student teaching. At these sessions the cooperating teachers are given an opportunity to make suggestions and to participate in policy making which affects the student teaching. The cooperating teachers are encouraged to consider themselves as members of the university faculty.<sup>166</sup>

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<sup>165</sup> Ibid.

<sup>166</sup> Dan S. Hobbs, Written Interview, November 7, 1960.

## BETHANY NAZARENE COLLEGE

Bethany Nazarene College was formed by the consolidation of the following colleges: Beulah Heights College, Oklahoma City, Oklahoma; Oklahoma Holiness College, Bethany, Oklahoma; Peniel University, Peniel, Texas; Central Nazarene College, Hamlin, Texas; Arkansas Holiness College, Vilonia, Arkansas; and Bresee College, Hutchinson, Kansas. From 1920-1955, the college used the name "Bethany Peniel." The present name, Bethany Nazarene College, was adopted by the Board of Trustess in 1955.<sup>167</sup>

Bethany Nazarene (Bethany Peniel) College in 1906 was a high school and a two-year college. The college had on its campus an elementary school for grades one to six.<sup>168</sup>

Until 1927 this campus elementary school provided facilities for observation for students completing the normal training high school course. Upon the completion of this training the students received a two-year elementary certificate which was renewable by further study and experience.<sup>169</sup>

In 1925 teacher education requirements were raised to thirty hours of college credit, including eight hours of education courses as a prerequisite for a two-year elementary teaching certificate.<sup>170</sup>

According to the 1926 college catalogue, standards for teachers were further improved by requiring observation and practice teaching for certification. This practice teaching program included twenty-five

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<sup>167</sup> College Catalogue, Vol. XXII No. 4, January, 1949, p. 19.

<sup>168</sup> Leona McConnel Meek, Personal Interview, March 7, 1959.

<sup>169</sup> College Catalogue, 1923-1924, p. 6.

<sup>170</sup> College Catalogue, 1924-1925, p. 6.

hours of actual observation, teaching, and conference work for one semester hour of credit. Students were permitted to enroll for two or three semester hours any term or terms during the sophomore, junior, or senior year.<sup>171</sup>

In 1927 only juniors and seniors were permitted to do observation and practice teaching. This year marked the beginning of student practice teaching in the public schools of Bethany. Methods courses accompanied the practice teaching experience. The amount of time students spent in practice teaching varied as students were permitted to complete this training as soon as they desired. Students earned two hours credit for each twenty-five hours of practice teaching in the Bethany Public Schools.<sup>172</sup>

From 1929-1942 the time spent in practice teaching was an hour a day for eighteen weeks for junior and senior students. The students earned from two to four hours credit in practice teaching. Methods courses accompanied the teaching experience.<sup>173</sup>

Beginning with 1942, juniors and seniors enrolled in three hours credit of practice teaching in the Bethany Public Schools for one hour a day for eighteen weeks. During this period practice teaching still consisted mostly of observation. Methods courses both paralleled the practice teaching and followed it.<sup>174</sup>

In 1947 the college offered six hours credit to junior and senior

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<sup>171</sup>College Catalogue, 1926-1927, p. 28.

<sup>172</sup>College Catalogue, Vol. II No. 2, 1928, p. 22.

<sup>173</sup>College Catalogue, Vol. XI No. 1, 1941, p. 54.

<sup>174</sup>College Catalogue, Vol. XVI No. 2, 1942, p. 55.

students for practice teaching with simultaneous or subsequent courses in methods. The practice teaching periods followed no set pattern of time. Some of the students were in the public schools for a half day during eighteen weeks; others did their required time in the classroom as quickly as they wished. Students taught in the Bethany city schools and in schools in the nearby areas.<sup>175</sup>

From 1953-1956, the college permitted students to take from six to nine credit hours in practice teaching. In 1956 the college required six hours of credit in student teaching. To earn the credit, the student had to do 135 clock hours, including at least ninety hours in the classroom, twenty hours in extra class activities, and the rest of the time in community activities. Students were given the privilege of arranging with the supervising teacher concerning the time to be spent in the classroom. Some students completed their ninety hours in just a few weeks which failed to give them a clear picture of a typical classroom situation. Methods courses were studied before doing practice teaching and only seniors did practice teaching.<sup>176</sup> During this time, Bethany Nazarene students did their practice teaching in the city schools of Bethany, Putnam City, and Oklahoma City.<sup>177</sup>

Requirements for the fall semester of 1959 were that senior students enroll in methods courses, other education courses, and practice teaching for one semester. The students studied methods courses and related courses for eleven weeks and then left the campus for practice teaching in the

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<sup>175</sup>College Catalogue, Vol. XXII No. 2, 1959, p. 96.

<sup>176</sup>College Catalogue, Vol. XXI No. 4, 1956-1958, p. 92.

<sup>177</sup>Dorothy Sheldon and Wesley Moon, Personal Interviews, March 7, 1959.



public schools for seven weeks. Credit earned for the practice teaching was six hours.<sup>178</sup>

Bethany Nazarene College gives no remuneration to the public school teachers who serve as cooperating teachers for the Bethany student teachers. Recognition is given to the cooperating teachers by the college providing membership in the Association for Student Teaching to the two schools that supervise most of the student teachers. Also a tea is given in honor of the cooperating teachers on the campus each semester.

The college this past year paid the registration fee for all cooperating teachers who attended The Association for Student Teaching Conference which was held on the college campus.<sup>179</sup>

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<sup>178</sup> Student Teachers Handbook, p. 4.

<sup>179</sup> Wesley Moon, Written Interview, November 7, 1960.

## LANGSTON UNIVERSITY

Langston University was established by Council Bill No. 87 (House Bill 151), adopted March 12, 1897. The city of Langston provided forty acres of land for the college.<sup>180</sup>

The school was established for the purpose of preparing Negroes for professions, especially teachers for the Negro schools. From its origin in 1897 the college had a normal training course and conducted a model school on the campus wherein students observed classwork.

The campus model school was first used for elementary practice teaching in 1927. Sophomores, juniors, and seniors enrolled in teaching and observation for five hours credit. For the experience the students participated in the campus school all day for nine weeks, after having studied methods courses.<sup>181</sup>

The college operated in 1928 on a three term basis -- fall, winter, and spring. Sophomores, juniors, and seniors enrolled in practice teaching for two to six hours credit. The students continued to participate in the classroom nine weeks all day after having studied methods courses.<sup>182</sup>

By 1933 the college required three terms of twelve weeks each for practice teaching. One term was for observation and two terms were for practice teaching. Juniors and seniors participated in practice teaching on a half-day basis. They earned six hours of credit in practice

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<sup>180</sup> College Catalogue, Vol. IV No. 4, April, 1927, pp. 12-13.

<sup>181</sup> Ibid., pp. 33-35.

<sup>182</sup> College Catalogue, 1928, p. 67.

teaching. Methods courses were studied concurrently with the practice teaching.<sup>183</sup>

Practice teaching in 1940 consisted of two courses; one was apprentice teaching and the other was directed teaching. Juniors and seniors were permitted to enroll in practice teaching. The students participated in practice teaching nine weeks all day after having studied methods courses. The students earned six hours credit for practice teaching.<sup>184</sup>

In 1946 the practice teaching of Langston was placed in a block plan. Under this plan, senior students studied methods courses before doing practice teaching and after the practice teaching was completed. Students continued to teach nine weeks all day and earned six hours credit.<sup>185</sup>

In 1954 practice teachers were first assigned off-campus all day for eight weeks of practice teaching in the following cities: Guthrie, Muskogee, Oklahoma City, Tulsa, and Sapulpa. The plan of 1954 is in effect today in Langston University. Only senior students enroll in practice teaching.<sup>186</sup>

Langston University gives no remuneration or recognition to the cooperating teachers for their services in training student teachers.<sup>187</sup>

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<sup>183</sup>College Catalogue, Vol. XXX No. 5, 1933, p. 45.

<sup>184</sup>Theresia Moore, Personal Interview, March 13, 1959.

<sup>185</sup>Ibid.

<sup>186</sup>College Self Evaluation Handbook.

<sup>187</sup>Mr. Moore, Written Interview, November 7, 1960.

### Summary

The material presented in Chapter III includes the chronological history of practice teaching laboratory experiences for elementary teachers in each of the seventeen colleges of Oklahoma approved for teacher education. The colleges included in the study are: Central State College, Edmond; Southwestern State College, Weatherford; Northwestern State College, Alva; East Central State College, Ada; Northeastern State College, Tahlequah; Southeastern State College, Durant; Panhandle Agricultural and Mechanical College, Goodwell; Benedictine College, Tulsa; Oklahoma State University, Stillwater; Phillips University, Enid; Tulsa University, Tulsa; Oklahoma Baptist University, Shawnee; Oklahoma College for Women, Chickasha; Oklahoma City University, Oklahoma City; The University of Oklahoma, Norman; Bethany Nazarene College, Bethany; and Langston University, Langston, Oklahoma.

Eight colleges, three two-year and five four-year, were established in Oklahoma before 1900 but only one had practice teaching. The college had a model school consisting of grades one and two in which second year normal students enrolled for observation. Methods were studied before the observation.

From 1900-1910, nine more colleges were established in the state of Oklahoma. Of these, seven were 2 year colleges and two were 4 year colleges. Only six of the seventeen colleges offered practice teaching during this period. Only second year normal students were permitted to enroll. The laboratory facilities used were campus schools called demonstration, training and model schools. Time for methods courses

varied during this period and students earned two and one-half hours credit for one hour a day for a nine-week period.

From 1910-1920 nine of the seventeen colleges offered practice teaching for sophomores, juniors and seniors. Laboratory facilities used by the colleges consisted of demonstration, laboratory, training, model and city schools. Methods course time varied in this period and credit for practice teaching varied from no credit to five hours. Length of practice teaching terms were from twelve weeks to twenty-seven weeks.

From 1894 to 1924 the state had no practice teaching requirement. Beginning in 1924, practice teaching became a state requirement.

From 1920-1930 all seventeen colleges offered practice teaching to all four levels of college students. Laboratory facilities during this period consisted of city schools, model, campus and city, training, laboratory and city, and demonstration schools. Methods courses usually accompanied the teaching experience. Credits during this period were from two to six hours and time for assignment in practice teaching was from two forenoons to nine weeks full day.

From 1930-1950 change continued in practice teaching which led up to the professional block of time. In 1938-1939, the state raised its practice teaching requirement to six hours. From 1950-1960 fourteen of the seventeen colleges used public schools as laboratory facilities. Credits earned during this period are from two to nine hours.

Fifteen of the seventeen colleges provide some kind of remuneration or recognition for the cooperating teachers. This rewarding of cooperating teachers is a recent movement in the Oklahoma colleges.

CHAPTER IV

SIMILARITIES AND DIFFERENCES IN THE  
PRACTICE TEACHING PROGRAMS OF THE  
SEVENTEEN OKLAHOMA COLLEGES

In chapter three the writer presented the history of the practice teacher training programs for elementary teachers in the seventeen colleges of Oklahoma approved for teacher education. The history revealed that there were both similarities and differences in the programs of the various colleges. Such differences are normal in a democracy, where formal routine training of teachers is not practiced. The leadership of a college and the varying needs of students create such opportunities for differences to exist.

Kinds of Schools Used by the Colleges as Laboratories

1893-1900

Between 1893-1900, seven colleges were established in Oklahoma. Only one of those colleges provided laboratory facilities for practice teaching during this period. This one laboratory afforded opportunities for prospective elementary teachers to participate in practice teaching situations. (Table II) The laboratory was known as a model school.

## Laboratory Provisions

TABLE II

LABORATORY FACILITIES FOR PRACTICE TEACHING USED BY  
THE 17 COLLEGES FROM 1893-1960

Kinds of Schools	Prior to 1900	1900 to 1910	1910 to 1920	1920 to 1930	1930 to 1940	1940 to 1950	1950 to 1960
Model	1	3		1	1	1	
Demonstration		2	4	1	2	1	
Training School		1	2	2	2	1	
Lab. & City			1		1	2	1
City			2	8	10	10	13
Dem. & Public				1			1
Laboratory				2		1	
Tr. & City				1			
Campus & City				1	1	1	1
Model & Off-Campus							1
Total	1	6	9	17	17	17	17

## 1900-1910

From 1900-1910 ten additional colleges were established in Oklahoma, making a total of seventeen. Eleven colleges offered only a two year program. Of the seventeen colleges six provided laboratory facilities for preparing elementary teachers. The laboratory facilities differed as to name. Three colleges used model schools; two, demonstration schools, and one a training school, as shown in Table II.

## 1910-1920

By 1910 three more colleges provided programs for training elementary teachers. This was a total of nine. The laboratory facilities used by the colleges at this period, as revealed in Table II show: four colleges provided demonstration schools; two employed a training school; one offered a laboratory and city system; two other colleges used city schools as facilities for training their prospective teachers. It is noteworthy that eight colleges required no practice teaching as a teaching certificate requirement.

## 1920-1930

From 1920-1930 all seventeen colleges offered practice teaching for elementary teachers. More different facilities were used by the colleges during this period as shown in Table II. A trend began to appear toward the use of public schools as laboratory facilities since eight colleges assigned their students to city schools for practice teaching. Other facilities used included one model school; one demonstration school; one combination demonstration and public school; two laboratory schools; one training and city school; one combination campus and city school and two training schools.

## 1930-1940

A study of Table II reveals that all seventeen colleges of Oklahoma continued during this period to provide some kind of laboratory facility in which students were to engage in practice teaching. The trend toward the use of city schools was even stronger in this period as ten of the colleges used city schools as practice teaching laboratories for their student teachers. Other laboratory facilities included one model school;



two demonstration schools; one combination laboratory and city school; one combination of campus and city schools; and two training schools.

#### 1940-1950

During the period 1940-1950 all seventeen colleges continued to provide laboratory facilities where students of the college participated in practice teaching. (Table II) Of the seventeen colleges, ten continued to use public schools as the laboratory facility; two colleges used a combination of laboratory school and city system; one college, a combination of campus and city school; one college, a combination of demonstration and public schools; one model school; one demonstration school; and one training school.

#### 1950-1960

During this period, 1950-1960, most of the professional literature, such as the Association for Student Teaching appearing near the end of the period from 1940-1950, indicated that colleges across the nation were shifting from laboratory schools to public schools for practice teaching experience.

In the final period listed in Table II, 1950-1960, all seventeen colleges of Oklahoma provided off-campus student teaching in public schools, local or statewide. Of the seventeen colleges, thirteen used only public schools for practice teaching. Four of the colleges continued to use a college-controlled school plus the city system. Beginning this fall term 1960-1961 another college discontinued its use of a laboratory school, leaving only three colleges using a combination of campus and public schools.

## College Level for Practice Teaching Experience

TABLE III

COLLEGE LEVEL AT WHICH STUDENTS ENROLLED  
FOR PRACTICE TEACHING

College Level	1893 to 1900	1900 to 1910	1910 to 1920	1920 to 1930	1930 to 1940	1940 to 1950	1950 to 1960
Freshmen & Sophomore	1			1			
Sophomore		6	5	1			
Sophomore & Junior				1			
Sophomore, Junior & Senior			3	10	6		
Junior & Senior				1	10	13	1
Junior				3			
Senior			1		1	4	16
Totals	1	6	9	17	17	17	17

## 1893-1900

Prior to 1900 the one college which offered practice teaching permitted both freshmen and sophomores to enroll for this experience.

(Table III)

## 1900-1910

In the next period, 1900-1910, (Table III) only six colleges provided practice teaching for students preparing to teach in elementary schools. All the colleges permitted only sophomore students to enroll in practice teaching.

## 1910-1920

From 1910-1920 (Table III) nine of the colleges offered practice teaching. The college level for enrollment began to show a change as five colleges permitted only sophomores to enroll in practice teaching; three permitted sophomores, juniors and seniors; and one college permitted only seniors.

## 1920-1930

A study of Table III reveals that all seventeen colleges offered practice teaching in the period 1920-1930. All college level students were permitted to enroll in practice teaching as ten colleges permitted sophomores, juniors or seniors to enroll; one permitted freshmen and sophomores; one sophomores only; one sophomores and juniors; one juniors and seniors and three juniors only. This was in keeping with the State Board of Education requirements which permitted a student to enroll for practice teaching upon the completion of thirty hours.

## 1930-1940

A study of Table III reveals a trend of practice teaching only for upper level college students. Of the seventeen colleges studied, ten of the colleges permitted only juniors and seniors to enroll for practice teaching; six permitted sophomores, juniors and seniors; and one permitted only seniors. The State Board of Education again raised the requirements of hours to the extent that only juniors and seniors were permitted to enroll in practice teaching.

## 1940-1950

A study of Table III reveals that students of still higher college level were permitted to enroll in practice teaching. Of the seventeen

colleges, thirteen permitted only juniors and seniors to enroll for practice teaching and four permitted seniors only.

1950-1960

A study of Table III reveals that the greatest change occurred during this period, 1950-1960. All professional literature at this period considered practice teaching as the capstone of the college student's training. Sixteen of the colleges followed this idea and permitted only seniors to enroll for practice teaching. The other permitted both juniors and seniors to enroll for practice teaching.

#### Provisions for Methods Courses

TABLE IV

#### PROVISIONS FOR METHODS COURSES

Time of Methods Courses	1893 to 1900	1900 to 1910	1910 to 1920	1920 to 1930	1930 to 1940	1940 to 1950	1950 to 1960
Before doing Student Teaching	1	3	3	6	6	5	6
During the time of Student Teaching		2	2	4	4	5	8
Before and During		1	3	4	6	3	3
Before and following			1	1	1	3	
Before, during, and following				1		1	
During and following				1			
Totals	1	6	9	17	17	17	17

Data summarized in Table IV shows the various times during which the practice teachers studied methods courses.

#### 1893-1900

The one college that offered teacher education before 1900 provided methods courses for the practice teacher prior to the practice teaching experience.

When practice teaching was first introduced by the college, books on methods were rather limited. Instructors drew on their own experiences in instructing the neophyte teachers.

#### 1900-1910

As revealed by a study of Table IV all six of the colleges required methods courses for their practice teachers; three required methods courses before student teaching; one required methods courses before and during; and two required methods courses along with the practice teaching.

#### 1910-1920

A study of Table IV reveals that only nine colleges offered practice teaching and methods during the period 1910-1920. Of the nine colleges three required methods courses before the practice teaching; three before and during the teaching; one before and following and two required methods courses during the time of practice teaching.

#### 1920-1930

According to data in Table IV from 1920-1930 all seventeen colleges required methods courses for the practice teachers. Of the seventeen colleges six required methods courses before practice teaching; one

required methods courses during and following; one before, during and following; one before and following; four before and during; and four required methods courses during the time of practice teaching.

#### 1930-1940

The study of Table IV shows that during this period, 1930-1940, seventeen of the colleges required methods courses. Of the seventeen colleges six required methods before and during the time of practice teaching; four required methods courses during the time of practice teaching; one before and following and six prior to practice teaching.

#### 1940-1950

The study of Table IV reveals that all seventeen of the Oklahoma colleges required methods courses between 1940 and 1950. Of the seventeen colleges, five required methods courses before practice teaching; three required methods courses before and during; three required methods courses before and following; one required methods courses before, during and following teaching experience; and five colleges required methods courses during the time of practice teaching.

#### 1950-1960

A study of Table IV reveals that during the period 1950-1960 of the seventeen colleges six required methods courses before the practice teaching; three before and during, and eight during the time of practice teaching.

There was a definite trend to have methods before practice teaching from 1893 up to 1940. A decline appeared in 1940 until today nearly half of the colleges require methods with practice teaching.

Time For Practice Teaching

TABLE V  
ALLOTTED TIME FOR PRACTICE TEACHING

Allotted time for Practice Teaching	1893	1900	1910	1920	1930	1940	1950	
	to 1900	to 1910	to 1920	to 1930	to 1940	to 1950	to 1960	
Observation	1						9 wks. methods, 9 wks. teaching 1/2 day 18 wks.	
1 hr. a day, 3, 9 wk. terms		4	4				9 wks. methods, teach. 7 wks., eval. 2 wks	
1 hr. a day, 2, 9 wk. terms		1					216 clock hours	
1 hr a day, 9 wks.		1	1				9 wks. methods, teach. 7, 2 evaluation	
2 hrs. a day				1			1/2 day 18 wks., 5 wks. methods, 9 off, 4 back	
1 hr. 2, 9 wks.				1			1/2 day 18 wks., methods 1st. 12 wks., teaching last 6	
1 hr. a day 18 wks.				1	8	8	1	1/2 day 18 wks. or 270 hours
2 hrs. a day 12 wks.				1				1/2 day 18 wks.
1/2 day, 18 wks.					1	1	7	6-9 wks., average 7
2 hrs. a day 1 sem., 1 hr. 2nd. sem.					1			1/2 day, 18 wks.
1 or 2 hrs. each day 18 wks.					3	1		1/2 day, 18 wks., 3 hrs. a week, 2nd. semester

TABLE V (Continued)

## ALLOTTED TIME FOR PRACTICE TEACHING

Allotted time for Practice Teaching	1893	1900	1910	1920	1930	1940	1950
	to 1900	to 1910	to 1920	to 1930	to 1940	to 1950	to 1960
1 or 2 hrs. a wk., 18 wks.				1		3	5-6 wks. observing, then teach a unit
once or twice a wk., 18 wks.				1			off campus 1 month 1/2 day 18 wks.
9 wks. all day				1	1	2	1/2 day 16 wks.
2 hrs. a wk. for 1 credit				1			8 weeks all day
1/2 day, 9 wks.					3		11 wks. methods, teach. 7
2 hrs., 3 days a wk.					1	1	8 weeks all day
180 clock hours					1		
2 or 3 half days a wk., 18 wks.					1		
135 clock hours						1	
2 forenoons each week						1	
2 hrs., 3 days a week						1	
Total	1	6	9	17	17	17	



The seventeen colleges of Oklahoma all provided some set time for students to participate in practice teaching. Data in Table V reveal that the time allotted for students to do practice teaching has varied from 1893 to the present time.

#### 1893-1900

A study of data in Table V reveal that the only college offering practice teaching at that time provided only for observation for the students preparing for elementary teaching.

#### 1900-1910

A study of data in Table V reveal that the six colleges provided practice teaching for their student teachers. The colleges however varied in the time assigned to the students for practice teaching. Four of the colleges required one hour a day for three nine week terms for practice teaching. One college required one hour a day for two nine-week terms, while another college required one hour a day for nine weeks.

#### 1910-1920

A study of Table V, the period from 1910-1920 reveals a wider variation among the colleges on allotted time for practice teaching. Four colleges required one hour a day for three nine-week terms. Five other colleges each had a different requirement of time for practice teaching which included: one hour a day for nine weeks; two hours a day for nine weeks; one hour a day for two nine-week periods; one hour a day for eighteen weeks; and two hours a day for twelve weeks.

#### 1920-1930

From 1920-1930 a trend is indicated in Table V concerning time for

practice teaching as eight colleges required one hour a day for eighteen weeks; one college required one-half day for eighteen weeks; one, two hours a day the first semester and one hour a day the second semester; three colleges required one or two hours a week for eighteen weeks. Four other colleges each had a different time required which consisted of the following: one or two hours a week for eighteen weeks; once or twice a week for eighteen weeks; nine weeks full day teaching and two hours a week for each hour's credit for which the student enrolled in practice teaching.

#### 1930-1940

A study of Table V reveals that eight colleges during the period of 1930-1940 required students assigned in the practice teaching one hour a day for eighteen weeks. Three colleges increased their required time for practice teaching to one-half day for nine weeks. Six other colleges each had a different time required which included: one-half day for eighteen weeks; one or two hours each day for eighteen weeks; nine weeks all day; two hours for three days a week for a semester of eighteen weeks; 180 clock hours; two or three half days a week for eighteen weeks.

#### 1940-1950

A study of Table V (1940-1950) reveals a change in time required for practice teaching. Only one college required one hour a day for eighteen weeks. However, seven colleges required students assigned in practice teaching for one-half day for eighteen weeks. Three colleges required one or two hours a week for eighteen weeks, while two colleges required nine weeks full day teaching. Four other colleges used the

following required time: 135 clock hours; two forenoons each week for eighteen weeks, and two hours three days a week.

#### 1950-1960

The greatest change occurred among the colleges during 1950-1960, as shown in Table V. All the colleges placed practice teaching in a block plan of some kind. There is a wide variance among the colleges. Three of the colleges required one-half day for eighteen weeks for practice teaching. One college offered a combination plan of local and off-campus practice teaching. Those students assigned off-campus practice teaching studied methods nine weeks and taught nine weeks full day. Another college required nine weeks methods, seven weeks practice teaching and two weeks evaluation. Another college required 216 class hours in practice teaching, while still another college required students in the local schools assigned one-half day for eighteen weeks and those students assigned practice teaching off-campus were required to study methods five weeks, teach nine weeks full day, and complete methods the last four weeks.

One of the colleges required six to nine weeks with an average of seven weeks full day practice teaching. Still another college required one-half day for eighteen weeks and three hours a week for two semesters. One college required five or six weeks observation and then to teach a unit. One other college required one-half day for eighteen weeks for some students assigned, and for others to study methods the first twelve weeks and do practice teaching the last six weeks. Another college required some students off-campus for one month and some on a one-half day schedule for eighteen weeks; another required one-half day for sixteen weeks; still another eight weeks full-day teaching; another college

required eleven weeks methods and seven weeks full day teaching; still another required eight weeks full day teaching. There has been a gradual increase in amount of time practice teachers are assigned to do practice teaching. There has also been a tendency to block the time of practice teaching.

### College Credit Earned in Practice Teaching

TABLE VI

#### CREDIT RECEIVED BY STUDENT TEACHERS

Amount of credit	1893	1900	1910	1920	1930	1940	1950
	to 1900	to 1910	to 1920	to 1930	to 1940	to 1950	to 1960
No Credit Observation	1		1				
2 1/2 hours		6	4				
2 hours			3				
5 hours			1	5			
2-3 hours				1		1	
2-5 hours				3	1		
3 hours				1			
4-6 hours				2	2		
3-4 hours				1			
2-6 hours				1	5	1	3
6 hours				3	4	6	5
2-4 hours					1		
2-9 hours					1	1	
6-9 hours							1
2-8 hours							1
8 hours					2	4	7
6-8 hours					1	4	
Total	1	6	9	17	17	17	17

1893-1900

According to data presented in Table VI the only existing college providing practice teaching (1893-1900) offered only observation of teaching and that with no credit.

1900-1910

In the next decade (1900-1910) credit for practice teaching according to Table VI was two and one-half semester hours at all six of the Oklahoma colleges that required practice teaching.

1910-1920

A study of Table VI reveals that from 1910-1920 the nine colleges that required practice teaching varied in the credit provided. Four colleges provided credit of two and one-half semester hours; three, two hours credit; one, five hours credit; and one, no credit.

1920-1930

From 1920-1930 (see Table VI) a greater difference existed among the colleges in credit allowed for practice teaching. Five colleges provided five semester hours credit; three, two to five hours; three, six hours; two, four to six hours credit. Four colleges allowed varying credit in the following ways: two to three hours credit, three hours, three to four hours and two to six hours credit.

1930-1940

From 1930 to 1940 (Table VI) the credit was increased by many colleges to meet State Board of Education requirements. During this period five colleges provided two to six hours credit for practice teaching; four, six hours; two, eight hours, and two, four to six hours.

The remaining four schools provided the following credit: two to five hours; two to four hours; two to nine hours; and six to eight hours.

#### 1940-1950

A study of Table VI reveals that from 1940-1950 there was a still greater increase in college credit for practice teaching. Six of the schools provided six hours credit; four, eight hours; four, six to eight hours. The three other colleges provided credits of two to three hours, two to six hours, and two to nine hours.

#### 1950-1960

A study of Table VI reveals that from 1950-1960 the colleges again increased college credit for practice teaching. Seven colleges offered eight hours credit; five colleges, six; and three, two to six hours. The other two colleges provided credits of six to nine hours, and two to eight hours.

The colleges in some cases provided for payment to regular public school teachers for their supervision of student teaching. Two colleges have not done so; the others have varied in the method and amount of payment. At present, one college pays a flat \$25 for each student teacher; another \$567 for nine months to each teacher who demonstrates methods in addition to supervision. Others allow a fee varying from \$80 to \$200 per annum, depending upon service provided. In one area, the school system is given \$750 for the first student and an additional increment for each additional student.

Other colleges give non-monetary recognition such as passes to college activities; reduced college tuition for professional courses; scholarship to honor student in participating schools; recognition teas

and banquets; paid membership in professional societies; college catalogue listing of supervisory teachers, and quasi-college faculty standing.

#### Chapter Summary

In Chapter IV the writer presented similarities and differences among the seventeen colleges of Oklahoma with respect to the type of practice teaching facilities provided by the colleges, college level at which students engage in practice teaching, the allotted time for teaching, the time assignment for practice teaching, and the remuneration paid by the colleges to the supervising teachers.

The laboratories for practice teaching included model schools, training schools, and public schools. By 1950, many of the colleges were using the public schools for practice teaching. By 1960, only four colleges still used a campus school for any part of the practice teaching experience. There was a definite trend in the colleges from campus school to public schools and at the present time to the use of the whole state public school system in training teachers.

In 1893, the college provided for freshmen and sophomores to do practice teaching. Each succeeding year colleges raised the college grade levels for practice teaching until by 1960 practically all students enrolled in practice teaching are seniors.

The trend of the colleges concerning the college level at which students enrolled for practice teaching was very similar in the 1900's. From 1900 to 1950 there was a wide variance among the colleges. In 1950 the colleges made similar requirements concerning the college level for practice teaching. The present trend requires students to enroll for practice teaching in the senior year.

The early college programs required methods before practice teaching. Today, especially in the block, practically all student teachers study methods during the time of practice teaching.

The practice of the colleges in the early days was to require the completion of methods courses prior to practice teaching. The period from 1900 to 1950 was a period of widely varying practice as to when methods were required of student teachers. From 1950 to 1960 the colleges became very similar, in that practically all colleges required methods to be studied during the practice teaching experience, in a block system.

The colleges show many changes because of time allotted for practice teaching. Some required observation only, in the early days; some required practice teaching for one hour a day for a nine weeks term; some required one to two hours a day for a nine weeks term; and some required one-half day for eighteen weeks.

Today all the seventeen colleges use a professional block which provides from two hours a day up to nine weeks of full time practice teaching. The trend concerning time allotment for practice teaching was quite similar in the colleges up to 1920. From 1920 to 1950 there was a wide divergence of time allotment for practice teaching among the colleges. In 1960 a great similarity exists since all colleges use a professional block of time for student teaching.

All but two of the seventeen colleges either give remuneration or some kind of recognition to the cooperating teachers.



## CHAPTER V

### SUMMARY, COMPARISONS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to collect data pertaining to the historical development of laboratory facilities used by the seventeen colleges of Oklahoma which are approved by the State Board of Education for training elementary teachers.

These seventeen colleges are, in order of provision for practice teaching: Central State College, Southwestern State College, Northwestern State College, East Central State College, Northeastern State College, Southeastern State College, Panhandle Agricultural and Mechanical College, Benedictine Heights College, Oklahoma State University, Phillips University, Tulsa University, Oklahoma Baptist University, Oklahoma College for Women, Oklahoma City University, The University of Oklahoma, Bethany Nazarene, and Langston University.

Data for the study were obtained by visiting the colleges, by examining college catalogues to obtain pertinent data and by interviewing persons on the campus who had worked in the practice teaching programs. Visits were also made to former faculty members who had worked with student teachers but were no longer on campus. In addition to the above data, checklists were mailed to students who did practice teaching in the colleges between 1906-1960, and to supervising teachers who worked with the laboratory programs during these years.

The study was limited to the following areas: (1) the kinds of schools used as laboratory facilities, (2) time when methods courses

were studied, (3) amount of time students were assigned to the classroom for practice teaching, (4) college level at which students were permitted to enroll in practice teaching, (5) remuneration and recognition given by the colleges to the cooperating teachers.

### Summary

#### Establishment of Student Teaching

Prior to 1900 seven colleges were established in Oklahoma with only one offering practice teaching. By 1910 the seventeen colleges included in the study had been established. Eleven of the colleges offered only a two year program; only six offered practice teaching. These six were those designated as "teachers colleges."

From 1910-1920 nine of the seventeen colleges offered practice teaching. In addition to the six teachers colleges, two other state colleges and one private institution offered student teaching.

In the period 1920-1960 all seventeen colleges offered practice teaching. In 1924 the State Board required the colleges to provide laboratories for training elementary teachers.

#### Types of Schools Used for Laboratories

The first laboratories were the college controlled schools established for training elementary teachers. These were called by such names as: Model, demonstration, training, laboratory, and campus schools. In the college controlled schools during the early years, most students enrolled in practice teaching passed through three stages of training which were: observation, participation, and actual teaching.

During the thirties, two of the colleges provided off-campus practice teaching and by 1960 all seventeen had adopted the practice. Three colleges employ campus laboratory schools, in addition to off-campus situations. The seventeen colleges of Oklahoma have changed from the use of campus schools to public schools as laboratory facilities. Only three colleges continue to operate a campus school.

#### When Methods Courses Were Studied

In the early days methods courses preceded practice teaching. Later methods courses were studied before, during, or following practice teaching. At the present time (1960) most of the colleges require methods courses concurrently with practice teaching. By 1960, all seventeen colleges had placed practice teaching in a block plan of integrated course work and practice teaching.

#### Distribution of Time Assignment

In the early days students were assigned one hour a day in practice teaching. The assignment was next increased to two hours a day for one term, then to three hours a day for one term, and finally evolved into a block plan of nine weeks, full day.

#### Level of Enrollment

Prior to 1900 only second year normal students were permitted to enroll in practice teaching.

Until 1924, the teacher education colleges were two year colleges and first and second year students enrolled in practice teaching. Gradually first year students were eliminated.

After the colleges began four year programs sophomores, juniors and senior students were permitted to enroll in practice teaching. The program continued to change until in 1960 when almost all students enrolled in practice teaching are seniors.

#### Amount of Credit

In the early days credit earned by students enrolled in practice teaching was two hours. Changes made by the colleges concerning credits was due largely to the State Board requirements for certification. The credit hours were changed from two to five hours and later six hours. The state requirements in 1960 are six hours; however, some colleges provide as much as nine hours for practice teaching.

#### Remuneration

Formal remuneration is not common in the seventeen colleges of Oklahoma. Five of the colleges pay a small sum of money to the cooperating teachers. Three of the colleges offer no remuneration or recognition; the other nine offer recognition of some form to the cooperating teachers. This offering of no remuneration is in keeping with the Association of Student Teaching literature. More and more public schools are cooperating with the colleges in preparing elementary teachers in terms of responsibility rather than pay.

## Comparisons

Public expression and written reports by professional educators indicate that the public schools should be used for training students preparing to teach. The seventeen Oklahoma colleges are following this plan as fourteen of the seventeen colleges use only public schools as laboratory facilities. Three of the colleges still use both a campus school and the public schools.

In recent years the current literature such as "The Association for Student Teaching" recommends that the practice teaching should be the "capstone" of training. The colleges follow this plan since sixteen colleges require students to be seniors before enrolling in practice teaching. Only one college enrolls juniors also.

More and more the literature suggests that the ideal plan seems to be that methods courses should be studied during the time of the practice teaching so as to be more practical. Most of the students of the seventeen colleges of Oklahoma now have methods in connection with the practice teaching.

The time that students are assigned to the classroom has greatly increased in recent years. Most professional literature recommends longer periods of full time in the classroom. The colleges of Oklahoma are cooperating by requiring many students to do practice teaching in a block of time. This permits students to be assigned for full day teaching for as much as nine weeks.

The issue of remuneration and recognition for cooperating teachers is debatable; however, the trend appears to be more toward college payment to cooperating teachers. Fourteen of the seventeen colleges

of Oklahoma either give remuneration or some other form of recognition to the cooperating teachers. This leaves only three colleges who give no recognition nor remuneration to them.

### Conclusions

The historical development in Oklahoma of laboratory experience for prospective elementary teachers shows a gradual increase in the number of clock hours and credit hours in laboratory experience required for certification of elementary teachers. It also shows that the trend has been away from the campus controlled school to the public school and from the local school to state-wide schools. The historical study further shows the increasing importance placed upon practice teaching as a part of teacher preparation. A trend is also evident to combine practice teaching and methods courses into a "block of time" scheduled in the senior year rather than at an earlier level in the college program. There is also evident a trend to spread the base of practice teaching to a cooperative professional experience shared by the college and the public schools.

The first practice teaching programs were passive observation. The idea that passive observation in a college controlled school was not the best plan for training elementary teachers led to the assignment of definite periods for practice teaching in campus schools; but educators felt that this plan did not provide as rich an experience as the students needed, because in some cases students in the laboratory schools were a select group. As a result of this thinking, the colleges of Oklahoma began placing their students in public school classrooms for practice teaching.

The college level for practice teaching enrollment in 1903 began with freshmen and sophomores. The colleges at that time offered only two years work. The methods courses have varied from before the practice teaching to concurrently with it. Most of the colleges of Oklahoma require methods courses concurrently with the practice teaching.

The time students are assigned to practice teaching in Oklahoma has varied from one hour to a block of nine weeks full time teaching. This reveals a trend toward increased time.

When students participated in practice teaching in the early days, they received two hours of college credit. This has been increased until some students earn as much as nine hours credit. Credit granted by the colleges varies as to the amount of time the student participates in practice teaching.

When college students are assigned to the public school teachers it incurs extra duties for the cooperating teacher. Some cooperating teachers feel they should be paid for the extra duty. In 1960 thirteen of the Oklahoma colleges gave remuneration or recognition of some form to the cooperating teachers.

In general, the historical development of practice teaching laboratories in Oklahoma has followed national recommendations and trends.

#### Recommendations

1. Further studies be made relative to the division of time within the laboratory experience, such as observation, participation, and actual teaching.

2. Studies be made to show the changing function of the college supervisor and of the cooperating teachers and schools.
3. Studies be made concerning the specific nature of the experiences which the student teachers have during the laboratory period, such as community participation, informal experiences with children, and participation in professional groups and organizations.



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## APPENDIX A

LETTER MAILED TO STUDENT TEACHERS OF THE  
SEVENTEEN COLLEGES IN THE STUDY

No history of the practice teaching programs of Oklahoma colleges exists. In order to compile such a history, a study of the practice teaching training of elementary teachers in the colleges of Oklahoma is being made under the direction of the Graduate School at Oklahoma State University. Records indicate that you did elementary practice teaching in your college.

Will you please fill out the enclosed checklist and return in the enclosed envelope. Your immediate response will be appreciated very much. This information is necessary in order to complete the history.

Thank you for your response.

Sincerely,

(Miss) Frankie Harris

APPENDIX B

CHECKLIST WHICH WAS MAILED TO THE STUDENT TEACHERS OF THE SEVENTEEN COLLEGES IN THE STUDY

Name \_\_\_\_\_

College \_\_\_\_\_

Directions for checking: Please check the date you did your student teaching; then all other checks under that date.

	1907 to 1911	1912 to 1916	1917 to 1921	1922 to 1926	1927 to 1931	1932 to 1936	1937 to 1941	1942 to 1946	1947 to 1951	1952 to 1956	1957 to --
Period during which you did student teaching											
Level at which it was done (write in such as Jr., Sr. year)											
Kind of laboratory in which you did your student teaching:											
Laboratory School											
Demonstration School											
Local Public School											
Public Schools in General											
Length of time allotted for the laboratory experience:											
9 weeks all day											
18 weeks half day											
List any other pattern:											
_____											
_____											



APPENDIX B (Concluded)

	1907 to 1911	1912 to 1916	1917 to 1921	1922 to 1926	1927 to 1931	1932 to 1936	1937 to 1941	1942 to 1946	1947 to 1951	1952 to 1956	1957 to ---
Was some of the time in the laboratory set aside specifically for observation?											
Practice teaching											
Combination											
Amount of college credit earned while doing student teaching (such as 8 hrs.). Please write in your credit.											
Time of taking methods courses:											
Before student teaching											
During student teaching period											
After student teaching was completed											
Comments:											

## APPENDIX C

LETTER WHICH WAS MAILED TO THE COOPERATING TEACHERS  
OF THE SEVENTEEN COLLEGES IN THE STUDY

No history of the practice teaching programs of Oklahoma colleges exists. In order to compile such a history, a study of the practice teaching training of elementary teachers in the colleges of Oklahoma is being made under the direction of the Graduate School at Oklahoma State University. Records indicate that you supervised student teachers who were doing their elementary practice teaching.

Will you please fill out the enclosed checklist and return in the enclosed envelope. Your immediate response will be appreciated very much. This information is necessary in order to complete the history.

Thank you for your response.

Sincerely,

(Miss) Frankie Harris

CHECKLIST THAT WAS MAILED TO THE COOPERATING TEACHERS  
OF THE SEVENTEEN COLLEGES IN THE STUDY

Name \_\_\_\_\_ College \_\_\_\_\_

Directions: Please put all answers straight  
down under the date you check.

	1907-1916	1917-1926	1927-1936	1937-1946	1947-1957
Years during which you supervised student teachers					
College level at which the student teachers did their teaching, such as:					
Freshman					
Sophomore					
Junior					
Senior					
Length of time student was with you for the laboratory experience, such as:					
9 weeks all day 1 sem.					
6 weeks one-half day for a semester					
List any other pattern: _____					
Amount of college credit student teacher earned, such as: (8 hrs.)					
Time student teacher had methods:					
Before doing student teaching					
During time of teaching					
After completing teaching					
Was time spent in the laboratory divided specifically for:					
Observation					
Practice teaching					
Combination					

## APPENDIX E

COMMENTS TAKEN FROM RETURNED CHECKLISTS OF PERSONS WHO DID NOT  
PRACTICE TEACHING IN THE SEVENTEEN COLLEGES OF THE STUDY

## CENTRAL STATE COLLEGE

- 1917 "We were quite crowded, so we could not teach as much as we would like or should."
- 1926 "There was only a very little time set for me to observe, but in the Training School at Edmond the supervisor was frequently there."
- 1952 "The course was very informative and helpful."
- 1957 "Practice teaching is a wonderful program for the college student who plans to teach."
- 1958 "It was one of the most enjoyable experiences I have ever had; I was used as a substitute (not paid of course) in every grade except the fifth. So, I got to see the 'seamy' side of teaching. I might say it made me love it all the more."

## SOUTHWESTERN STATE COLLEGE

- 1952 "Today student teachers spend a period on the campus taking methods courses and observing. They then do student teaching all day for seven weeks and return to the campus for evaluation of their experiences."

## NORTHWESTERN STATE COLLEGE

- 1926 "In that time the director of music under whom I had practice teaching in the grades had too full a college schedule to do much supervision. As a supervisor of several years standing, I feel that young would-be-teachers need help from conscientious and qualified supervisors."
- 1928 "We didn't have very much in methods at that time. The colleges have gone a long way in methods courses. The teachers in the early days made their own methods courses."
- 1937 "I would like to have had some observation but I didn't."
- 1942 "The trend toward the block system of student teaching seems a step in the right direction."
- 1947 "I did my work during the summer, and classroom situations were not normal ones. The students were often slower ones who need additional work."
- 1952 "My student teaching experience was very beneficial as it was done in the first grade. I have been teaching that grade since then."

## EAST CENTRAL STATE COLLEGE

- 1926 "The pattern has been changed completely here at East Central at this time."
- 1927 "All student teaching was in the Horace Mann Laboratory School."
- 1930 "Had excellent supervision and critique; thorough: varied levels and subject matter."
- 1947 "Teaching in laboratory school was not very effective."
- 1952 "Helpful in a way but seriously lacking in actual classroom conditions. Too many demands and attentions to daily lessons plans and units and not enough help in ways of presentation."

## NORTHEASTERN STATE COLLEGE

- 1922 "I had it rough. (1) hard supervisor, (2) too many children--50, (3) poor materials."
- 1926 "I had an excellent supervisor. I enjoyed the practice teaching very much."
- 1930 "I always thought there should have been more time for observation and taking methods. I understand there is more attention given to them now than when I took it. I was younger the first time and I was left too much on my own--more so than in my senior teaching. It is certain much improved now as they observe more before actual teaching and also supervised more."
- 1940 "It is most gratifying to see and know that a much better plan of student teaching has been developed from the standpoint of better trained teachers and better taught boys and girls."
- 1944 "Enjoyed my practice teaching. Benefitted greatly from it."
- 1956 "An excellent preparation for actual teaching. It was thorough, even covering the keeping of registers."

## SOUTHEASTERN STATE COLLEGE

- 1916 "Only one methods course was taught by the Director of the 'Model School.' Observation was permitted to anyone any time. Demonstration was by request. Supervisor (critic teacher) varied programs to give student teachers a sampling of everything. Each room had two grades, fifteen children in each grade."
- 1916 "This experience served me well when I began teaching. Miss Stone was a marvelous teacher."

- 1926 "Methods courses were not stressed, nor required in those days. Such courses as were offered were offered as electives and many times people like myself who had had several years of teaching experience before we got around to having to take student teaching shunned the methods courses."
- 1927 "More stress was placed on Methods. Had a very excellent teacher under whom I did my teaching -- Miss Sallie Leonard."
- 1932 "I think the present day method of doing your student teaching is far better. It seems to me student teachers are becoming more a part of the teaching program, and are gaining a more definite experience. Students are working in public schools whereby they get acquainted with every day problems that actually arise in school work."
- 1937 "I think practice teaching should at least be doubled. I really think each teacher should observe and assist for a whole year."
- 1942 "My critic teacher believed in starting us off doing practice teaching so there was very little observing done."
- 1951 "The practice teaching in the lab. school at Southeastern was of great value. However, I have seen at first hand practice teaching in the classroom in New York and believe that the two together would be valuable to prospective teachers."
1956. "Would have liked more observation under teachers for specific subjects."
- 1957 "I am highly satisfied with my practice teaching experience. My supervising teacher was very helpful."
- 1959 "I feel that the experience is an experience every prospective teacher should have before taking up full duty."

PANHANDLE AGRICULTURAL AND MECHANICAL COLLEGE

- 1937 "Most of my experience was in observation."
- 1947 "I think more time should be spent on observation of different teachers."
- 1957 "I found student teaching to be very valuable, and a rewarding experience. You might say it added the flavor to my preparation for teaching. I think a student gets out of the program of student teaching only what he puts into it."

BENEDICTINE HEIGHTS COLLEGE

No comments.

## OKLAHOMA STATE UNIVERSITY

- 1937 "During my junior year I took a course of procedures of teaching in the Elementary school as I did my first apprentice teaching course which consisted of setting with at least twenty other students in the rear of the room with notebook in hand. During my senior year I took Teaching Elementary Subjects as I did my practice teaching. In this course I was able to give spelling words, check papers, and work with a group of slow readers. During the second semester of my senior year I took the third apprentice teaching course and was allowed to teach one unit only because of the number of students enrolled in the course. All methods of teaching specific courses were taken after I had finished three courses in apprentice teaching."
- 1941 "In 1941-1942 the practice teaching in other towns' system was just beginning. I remember that we could leave and do concentrated teaching as is the case now but I had grown up in Stillwater and had just gotten married and didn't consider leaving."
- 1952 "My student teaching practice was very inadequate. What I learned about teaching was through my first principal who very patiently and skillfully taught me how to be a teacher. I hope my former college training school has improved in the last six years."
- 1954 "Practice teaching was the most enjoyable time of my whole four years of college. Makes one really want to teach."

## PHILLIPS UNIVERSITY

- 1956 "I taught with three different teachers. At the end of each week of practice teaching we wrote up a summary. We had required hours of observation as well as practice teaching to do."
- 1958 "I feel that a student should do nine weeks all day practice teaching and observation the first semester to aid them later in methods courses: also, a standard system of acquiring the necessary units which are acceptable by all states."

## TULSA UNIVERSITY

- 1920 "I found the entire system of teaching Methods and practice teaching pretty unrelated as to what was before me as a teacher--and most helpful of all was remembering the best methods of the best teachers I had sat under. I look back on the whole thing as a bore and a terrible waste of time.

I did the observation and practice teaching under two very important teachers. But it must have been one of the first of such systems put into practice. I had been 'observing' all of my educational life--that offered me very little. The 'practice' was under such supervision as actually to make one feel himself a puppet or robot--of very little good."

- 1947 "We had no supervision. The teacher present was usually talking with another teacher. The principal seemed interested in the remedial reading and gave some helpful suggestions for the theme as project to correlate with the reading. It was interesting to do something different from my own subject. Later I taught a first grade and helped in remedial arithmetic and reading with older children."
- 1948 "My field was instrumental music but all of one semester student teaching was done in kindergarten. Looking back I feel that more time should have been spent traveling with an elementary instrumental teacher, but I only spent one-half hour weekly for about twelve weeks observing and teaching instrumental music."
- 1953 "I am not, at all, in favor of T.U.'s practice teaching program! It does not give a true picture of the teaching situation. The student should be able to see an entire teaching day for several weeks."
- 1954 "I regard my experiences in student teaching as the most valuable course I had."
- 1955 "This practice teaching set-up was not as good as it might have been if the student teachers could have spent all day in the laboratory, rather than an hour or two a day. However, it was adequate for my specific needs, because I taught under contract in the same school where I had my practice teaching. Therefore, it proved very helpful to have observed for a complete school year, even if it was for a short period each day. I would like to have observed like I did in my junior year, and then had a nine weeks period when I went out for real practice teaching all day, in the senior year."
- 1957 "Have fewer methods courses. Then have part of them before your concentrated practice teaching and part of them after practice teaching."

OKLAHOMA BAPTIST UNIVERSITY

- 1930 "From my own experience and observation of student teachers who have observed my classroom I feel that the student needs greater help in gaining experience in handling children; knowledge of subjects to be taught, mainly the three 'R's'; the know-how to stress concepts of teaching reading and numbers and follow-up of drill work.

The unit plans are wonderful but too often too much time is spent on them, neglecting the true teaching purpose."



## OKLAHOMA COLLEGE FOR WOMEN

- 1932 "My practice teaching at the elementary public schools in Chickasha depended largely upon the teacher whose work I was to observe. I did not feel then nor did I feel later when I became a teacher that this method was satisfactory or very helpful."
- 1947 "I feel all people desiring to be teachers should definitely spend a semester observing and then a semester practicing in the position they desire rather than as I did."
- 1958 "My student teaching was in a special education class. The teacher spent part of the time showing me how to keep records on this type of work."

## OKLAHOMA CITY UNIVERSITY

No comments.

## THE UNIVERSITY OF OKLAHOMA

- 1937 "Laboratory school situations were too perfect to meet needs of actual teaching situations."
- 1942 "I would be in favor of requiring more hours of practice teaching. Experience means so much when one actually starts teaching."
- 1942 "I had excellent training under Miss Ruth Elder in practice teaching. It has helped me much in my later years of teaching. We worked hard for one hours credit, but it was well worthwhile. My first year of teaching was done at Fort Worth, Texas. Because of a very poor transcript for my first two years of college the superintendent gave me an oral test. He commented that my training had been excellent and gave me a job."
- 1947 "My best teacher training has been in observing good teachers at work. I really feel sitting in on an actual school room situation-- working with a good teacher conferring with her -- is more valuable to a new teacher than a laboratory school."
- 1947 "It seems to me that a certain time should be set aside in a prospective teachers course to observe actual teaching an laboratory schools and maybe even spend a little time before a classroom before the senior year of college to see if teaching is really what the student wants to do. By the time a student is a senior and does practice teaching it is too late to change the major."
- 1950 "I do not feel my student teaching at the laboratory school approached a true teaching situation in a public school in any way. I have heard that comment among teachers frequently and feel it leaves students unprepared for a true teaching situation. In my practice teaching there were fifteen pupils and five student teachers."

- 1952 "Student teaching was more beneficial than any methods courses. I thoroughly enjoyed it, but I do think it would be better to teach all day instead of a half day."

BETHANY NAZARENE

- 1951 "The observation was fine but since the teachers under whom I observed did not allow us to do actual teaching, this was a poor 'practice teaching' experience and method."
- 1952 "Practice teaching was an enjoyable experience."
- 1953 "I feel my practice teaching period was very beneficial to my future classroom work. My instructor was the very best in her field."
- 1956 "I feel that my practice teaching experience was not as valuable as it could have been because very few teachers in public schools are qualified to work effectively with a practice teacher."
- 1958 "Student teaching was the most helpful part of my college training."
- 1958 "I feel methods courses should be both before and after practice teaching. I would like to have been in the block system."

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- 1952 "Apprentice teaching was quite helpful. I sincerely believe more time should be allotted for apprentice teaching."
- 1954 "I believe practice teaching would be more effective if taken at the beginning of the year instead of the end."
- 1958 "I found my experience very rewarding and fruitful. Unfortunately, without any clarification my original grade of A was changed at Langston. This I considered an academic injustice."

## APPENDIX F

## LIST OF PERSONS WHO MADE COMMENTS ON THE CHECKLISTS

The comments were taken from the reports of the following persons:

Aranda, Twila	Levy, Jean
Baden, Judith	Littlefield, H. L.
Baker, Nancy Lou	McKee, Freeman
Barber, Mrs. Clarence	Mann, Darlene
Barham, Betty Lee	Milburn, Cleo
Barton, Mrs. James	Park, Mary
Beach, Mary	Pendleton, Mrs. George
Beattie, Josephine	Pieper, Mrs. Ruth
Bowers, Mrs. Leo	Price, June
Bross, Patsy	Price, May
Cartright, Nadine	Price, Norma Jean
Chaffee, Eugene	Quilliam, Flora
Clifton, Muriel	Rainwater, Leonard
Cook, Jetta Mae	Raney, Dorothy
Creedon, Mrs. Bob	Reynolds, Stella Mae
Danley, James	Roberts, Betty
Donaldson, Jean	Rogers, Janett
Duckett, Audrey	Samaras, Mary
Ferguson, Scott	Sanders, Mozelle
Filson, Evelyn	Severance, Dr. Marion
Fitzgerald, Ellen	Shafer, Lenore
Gillenwater, Donna	Sharp, Rosemary
Gilley, Jack	Shellenberger, Elfrieda
Glass, Avis	Skinner, C. A.
Haranghty, Mrs. Charles	Smelser, Marilyn
Harrison, Chester Lee	Smith, Pauline
Holland, Betty	Stauss, Marguerite
Horsman, Nellie Belle	Stockton, William
Johnson, Bruce	Treadwell, T. K.
Johnson, Emmanuel	Walker, Gwen
Kinnaman, Harriette	Watters, Mrs. Henry
Lamons, Charline	Waters, Lenora
Leonard, Dr. Sallie	Whiteneck, Edna
	Williams, Ramona

## APPENDIX G

## NAMES OF PERSONS WITH WHOM PERSONAL INTERVIEWS WERE HELD

Batchelor, C. D.	Langston University
Beal, Ross	Tulsa University
Burch, Grace	Southwestern State College
Driskill, Mattie	Southwestern State College
Eischied, Dr. John T.	Oklahoma College for Women
Fellows, Dr. Jack	Tulsa University
Ferneau, Dr. Elmer	Tulsa University
Green, Vesta	Southeastern State College
Hall, Dr. E. C.	Central State College
Harnage, Mrs. Jane	Northeastern State College
Kinnaman, Mrs. Hariette	Tulsa University
Lackey, Guy	Oklahoma State University
Lyday, Mattie	Northwestern State College
Long, Kathryn	Oklahoma State University
McIntosh, Mrs. Dora	Southeastern State College
Marsden, Dr. Ware	Oklahoma State University
Meek, Mrs. Leona McConnel	Bethany Nazarene College
Miller, Mrs. Alice	Bacone College
Montgomery, Gertrude	East Central State College
Moore, Leroy	Langston University
Moore, Mrs. Theresia	Langston University
Moon, Wesley	Bethany Nazarene
Nagle, Marshall	Southeastern State College
Oridan, Mrs. H.	Oklahoma City University
Payne, Sister Mary	Benedictine Heights College
Pool, A. L.	Southeastern State College
Rainwater, Leonard	Northeastern State College
Randels, Mildred	Northeastern State College
Rarick, Rada	Panhandle Agricultural and Mechanical College
Ruston, Nell	Central State College
Semple, Dr. Anne	Southeastern State College
Severance, Dr. Marion	Southeastern State College
Scherer, Louis	Benedictine Heights College
Sheldon, Dorothy	Bethany Nazarene College
Shirley, J. Clifford	Phillips University
Smith, Dr. Ida T.	Oklahoma State University
Tanner, Dr. Wilbur	Northwestern State College
Templeton, Flossie B.	Northeastern State College
Thomas, Millie	Southwestern State College
Travis, Dr. Vaud	Northeastern State College
Wilson, Flossie	Central State College

VITA

Emily Frankie Harris

Candidate for the Degree of  
Doctor of Education

Thesis: HISTORICAL DEVELOPMENT OF THE LABORATORY PRACTICE TEACHING  
EXPERIENCES PROVIDED FOR THE ELEMENTARY TEACHER IN THE  
SEVENTEEN APPROVED COLLEGES OF OKLAHOMA

Major Field: Elementary Education

Biographical:

Personal data: Born at McCurtain, Indian Territory,  
September 20, 1903. Daughter of Joseph B. and Ethel O. Harris.

Education: Attended grade school to the third grade in Muskogee  
city schools, and attended a rural school south of Muskogee  
in grades 4-8; graduated from Central High School, Muskogee,  
in 1925, a member of the National Honor Society; received  
the Bachelor of Arts Degree from Northeastern State College,  
Tahlequah, Oklahoma, July, 1933; received the Master of  
Science Degree from Oklahoma State University, Stillwater,  
Oklahoma, in 1949.

Professional experience: Taught in Oak Grove one-teacher school  
in Muskogee County 1925-1927. Taught in a two-teacher school,  
Mountain View, Muskogee County, 1927-1928. Served as  
principal of the school. Taught social studies in Longfellow  
School, City of Muskogee, from 1928-1944; the fall of 1944  
taught social studies in Junior West High School, Muskogee.  
1945-1947 served as youth director for the First Baptist  
Church, Muskogee, Oklahoma. During the years 1947-1950 taught  
social studies in Washington Grade School, Muskogee. Became  
laboratory teacher in Northeastern State College Training  
School in 1950 and served in that capacity until 1953. From  
1953-1960 served as elementary coordinator.

Professional organizations: Kappa Delta Pi, Kappa Iota, Oklahoma  
Education Association, National Education Association,  
Alumni Oklahoma State University, Association for Student  
Teaching.