GUIDES FOR PROFESSIONAL LABORATORY EXPERIENCES IN EARLY CHILDHOOD EDUCATION

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To

My Husband, Glenn

and

Our Son, Kelly

Their love, understanding and encouragement

have made graduate study and this writing a reality.

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J.W.H.

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CHAPTER I

THE PROBLEM

Professional laboratory experiences have long been accepted as requisite to the pre-service education of teachers. The provision of programs which provide opportunities for such laboratory experience is the responsibility of those entrusted with this task. The teaching-learning practices of a professional laboratory nature for the preparation of teachers should conform to principles which are basic to sound educational practice. In short, laboratory practices selected should exemplify these principles. Those concerned with the preparation of teachers for elementary schools have already formulated principles to serve as a guide for the development of their program. (14). Thus far, no comparable set of principles has been formulated to serve as guides in program development by those responsible for the pre-service preparation of teachers in early childhood education.

Therefore this investigation is concerned with what basic principles should serve as a guide for the development of a program of opportunities for professional laboratory experiences for students who are planning careers in early childhood education and what teaching-learning practices exemplify these principles.

Need for the Investigation

One of the problems discussed at the White House Conference on

Education in 1955 was concerned with the shortage of teachers in all areas of teaching. (45). Both the private nursery schools and week-day church nursery schools and kindergartens, as well as the ones under community agencies and parent cooperatives, are in need of teachers who have had preparation in early childhood education.

Brandt (7) wrote:

> At the same time we are desirous of continuing and expanding a program that is meeting the needs of parents of young children by providing training for qualified persons to help fill our need until such time as teacher training institutions provide more graduates in early childhood education with the specific training needed for conducting parent cooperative nurseries. (p. 10).

The need for adequately prepared teachers for the parent cooperative nursery school is re-enforced by Taylor (42):

> Raising standards in cooperative nursery schools has two aspects of equal importance; first, securing a teacher-director with adequate training, and second, providing adequate pre-service and in-service training for cooperating parents.
>
> The importance of having a trained teacher in charge has been recognized from the beginning of the cooperative nursery school movement over twenty years ago. (p. 3).

Almy and Snyder (30) also emphasized the shortage of teachers in early childhood education:

> The demand for teachers, particularly for children under six, has ..... been increased by the need for all-day care of children of working mothers. In New York City alone - and it was not designated as a defense area - there were 18,325 children under six years of age who were enrolled in day-care centers during the calendar year 1945. ..... We need more teachers - more teachers for more preschool children for more hours of the day. ..... In order to meet increasing demands for teachers of young children, many young people now entering colleges must decide on this as their profession. (p. 232).

In the final report to the President of the United States at the close of the White House Conference on Education in 1955 a recommendation was made that institutions offering educational programs for the preparation of teachers examine those programs and evaluate them to determine

how they could be made more functional. (46). This recommendation provided a challenge to institutions which have the facilities, both physical and human, to prepare teachers to work with children under six. The question is not whether there shall be schools and day care provided for the child under six, for already such services exist. The question is how can institutions of higher learning do a better job of preparing the individuals who will be teaching these young children?

Regardless of the age level at which they are to teach, teachers should be "well rounded" persons. Almy (30) described what she considered all teachers should be:

> ..... a teacher is world minded. He is interested in the fundamental problems that humanity is facing. He realizes that this is no time to immerse himself in his own personal affairs to the exclusion of his obligations as a citizen. He is not weakly neutral on important issues, but informs himself as best he can and, in the light of his knowledge, takes a stand.
>
> Respect for personality, the essence of democracy, is his guiding principle in human relations. He recognizes the common bond of our humanity and knows that the likenesses far outweigh the differences among men. He assumes as a major responsibility, in whatever situation he may be, no child because of racial, social, or economic status shall be deprived of opportunity.
>
> ..... He develops skill in defining problems, in collecting and organizing data, and in drawing conclusions. There is no teacher type. There is no list of traits which, added up, produce the good teacher. There is no particular personality type which is better than another as a teacher. A great variety of personalities is needed in the teaching profession. For 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. (p. 225).

The program of professional education for teachers of children under six in many respects should not be different from those of teachers at any other level. Hopkins (21) contributed to the understanding of what teacher education should be when he stated:

> The professional education of teachers, whether pre-service or in-service, lies in aiding them to understand and use in everyday living the democratic process of cooperative interaction which is the basis for learning and teaching with their pupils. Professional education does

not lie in the traditional yet prevailing practice of learning bodies of fixed subject matter in designated subjects. These fixed end goals must give way to directional process goals. Every activity in which a teacher engages, whether in or out of school, should so exemplify cooperative interaction that be becomes an expert in the use of such process in daily living. He must be so expert, in fact, that he can teach the process to the members of all other community groups and agencies. Only when such process goals become the objectives of teacher education can the teacher colleges hope to make a real contribution in educating teachers for success in the schools of a democracy. (p. 14).

Hopkins (21) wrote further concerning a desirable program for pre-service education of teachers:

The prospective teacher should have four major types of experiences, each of which is intimately related to his personal and professional growth. These are:

1. Studying his own personal problems of living in order to attain increasingly intelligent action.

2. Studying the surrounding cultural and group life through first-hand contacts to see how the social field affects the behavior of groups and individuals.

3. Studying the behavior of children through first-hand contacts in many different kinds of social situations, making longitudinal field studies of groups and individual experiences, acting as guides or resource leaders to children in their experiences, and participating in the operation of a school as democratic living.

4. Studying how learning takes place as a social cooperative interactive process by participating in it through the three kinds of experiences enumerated above and by managing cooperatively with the staff the entire enterprise of the teachers college through the principles of administration. (p. 446).

What teaching-learning practices should be provided to include these four major types of experiences to which Hopkins (21) referred may be answered in relation to early childhood education when this investigation is completed.

On the other hand, the professional preparation of teachers of children under six should have its own distinguishing characteristics according to Heffernan (18):

The most important single factor in the school environment is the teacher. It is the teacher who guards against over-stimulation, who organizes the work of the day to assure a wholesome rhythm of living. The teacher arranges the equipment and materials to meet the wide variety of needs in every group.

But as the competent teacher stimulates, she also safeguards development by the standards she expects of young children. She does not expect adult standards. She knows that growth is a slow process. She knows that learning cannot be short-circuited by adult imposition. Like a good gardener, the teacher of young children makes the soil right and leaves the young growing things to mature under carefully considered protection, guidance, and direction. (p. 5).

In regard to further responsibilities of the teacher of young children Heffernan (18) continued:

The teacher of the young child must carry on a consistent program of parent education, including guided observation, group conference, and individual consultation. Through such activities she strives to guarantee that discrepancies between expected behavior in home and school will not be too wide for the child's adjustment. In working with parents her aim is to secure the common understanding of growth needs which will result in sufficient similarity between home and school in the treatment of the child to safeguard his security, to clarify his responsibilities and privileges, and to provide opportunity for him to explore, to experiment, to experience first hand, to create, and to have his questions answered. The home, the church, and the school are basic institutions concerned with the welfare of children. The modern teacher recognizes her task as one of working for children in their home, their school, and their community to the end that each makes its contribution to the total development of the child. (p. 225).

Although this limited description of the task set for the teacher of young children does not describe the process by which a person learns to be a teacher, the implication is strong that her pre-service education should include teaching-learning practices which would provide direct contact with the wide range of activities of today's teacher in the use nonschool as well as school facilities. In fact, opportunities for professional laboratory experiences should be included as an important facet of the pre-service preparation of any teacher.

The problem of providing opportunities for professional laboratory experiences in teacher education for those who plan to teach young children is not unique. This same problem has confronted those entrusted with planning for students who have chosen teaching careers in elementary education.

In 1945 the Committee on Standards and Surveys of the American Association of Teachers Colleges appointed a subcommittee to make a study of student teaching in the professional education of teachers. ..... At the first meeting of the committee ..... it was agreed to develop all phases of the study with reference to a basic set of principles or "guide lines"; to be concerned with the implementation of principles rather than specific techniques or patterns alone, recognizing that a variety of patterns (appropriate to different institutions) may be used in arriving at the same goals. (14, p. 1).

If one could assume that the program for preparing teachers in early childhood education should be the same as that for the preparation of elementary education teachers, then this study would not be justified. Review of the literature does not confirm or reject this assumption. Basic to this study is the assumption that the principles which should be used as guides in developing a program for students who are planning teaching careers in early childhood education are not the same as those for elementary education majors, nor are the teaching-learning practices of a professional laboratory nature which exemplify these principles the same.

One only needs to follow a teacher of the young child through a day's activities and routines to see that her job is different from that of an elementary school teacher. Although both the elementary and early childhood education teachers are concerned with children as individuals, the teacher of the young child is not concerned with the acquisition of subject matter, but with all the experiences which may contribute to the child's optimum physical, intellectual, emotional, and social development.

Almy (30) has added to the requirements for all teachers those which should be held for the teacher of the child under six.

To teach young children requires tremenduous amount of physical energy. ..... To teach young children ..... requires a tremenduous amount of emotional stamina. ..... The good teacher of young children ..... must be world minded. She will recognize that her fundamental task is to develop the kind of human relationships ..... which will help children to

grow into people who can deal adequately with world problems later. ..... one might add to the requisites of a teacher of young children that as part of her understanding of human development, she must be alert to the processes involved in the acquisition of the skills which are demanded of children in a reading culture such as ours. (p. 225-228).

There seems to be no lack of information concerning what educators would like to have in teachers. These same educators seem quite sure of the kind of teacher who will function best in our present-day schools. Perhaps the end goal, that of being an effective teacher, has been emphasized to the exclusion of the preparation that is needed to achieve the end goal. It appears that the selection of teaching-learning practices which provide direct contact with a wide range of activities carried on by the teacher in service would contribute substantially to the pre-service preparation of the kind of teacher so needed.

There is reason to believe that laboratory experiences should contribute an integral part of the pre-service preparation of teachers in early childhood education. There is, however, a dearth of dependable information which can serve as guides for the selection and organization of teaching-learning practices which can provide laboratory situations.

It seems that an investigation which will contribute principles which may serve as guides for the selection and organization of resources necessary for providing professional laboratory experiences and descriptions of teaching-learning practices which exemplify these principles should be of value to those who are responsible for the education of students preparing for careers in early childhood education.

Basic Assumptions

This investigator assumed that the teaching-learning practices which are exemplifications of basic principles would provide opportunity for

students to develop the meanings, attitudes, appreciations, and skills which would enable them to be effective teachers for the young child under six.

Student teaching as a professional laboratory experience has long been recognized as an integral part of a program which prepares students for teaching careers, but professional laboratory experiences prior to student teaching is of more recent origin.

Flowers, Patterson, and Stratmeyer (14) stated:

> ..... direct experiences should not be confined to the classroom situation but should include participation in all phases of the teacher's responsibilities - in the classroom, in the total school program, in the community, both as a citizen of the community and a teacher in the community, and in such other activities as are designed to improve the professional understandings and abilities of teachers. (p. 64).

The assumption that competent persons in this field are able to pass judgment on what the basic principles and teaching-learning practices should be to prepare students who are planning careers in early childhood education is supported by Kearney (23):

> Authoritative opinion is valuable for what it is; the best judgment of people who are widely informed on research and theory in their specialities. It is an excellent point of departure. (p. 171).

Kearney (23) wrote in relation to opinion concerning elementary education:

> ..... there is far more agreement among experts as to desirable classroom practices than is popularly, or even professionally supposed. The same is true of expert opinion on educational theory. (p. 26).

This is not to imply that research findings based upon the judgment of competent persons in their fields may not have weaknesses, but at the present time this procedure seemed to be the best way in which the stated problem can be attacked. The final test of the value of these persons' judgment in this investigation will have to come later.

Hypotheses of the Investigation

There were two hypotheses to be tested in this investigation. They were as follows:

1. A consensus does exist among competent persons concerning what basic principles should be used as guides for the development of a program of opportunity for professional laboratory experiences for students who are planning careers in early childhood education.

2. A consensus exists among competent persons concerning what professional laboratory practices exemplify these basic principles.

Objectives of the Investigation

The objectives of this investigation were twofold:

1. To identify principles which should be basic to a program for students who are planning teaching careers in early childhood education and to describe teaching-learning practices of a professional laboratory nature which exemplify these principles.

2. To validate the principles and the teaching-learning practices which exemplify them by the collective judgment of competent persons in the field of early childhood education.

Definition of Terms

The following terms were defined as they are used throughout this investigation:

Early childhood education in this study is defined as that area of education in which the educational program is designed to prepare teachers of children whose ages are from two to six years in a group situation.

A teaching-learning practice implies a teacher and a learner. Practices in this study are situations that exemplified the basic principles in action.

Professional laboratory is defined as ....."the planned contacts for students with children, youth, and adults (through observation, participation and pre-service teaching) which are designed to make a direct contribution to the students' understanding of individuals and their guidance in the teaching-learning process". (1, p. 4).

Principle is used in this investigation to mean a guide which could be used for effectiveness in planning teaching-learning practices.

The Scope of the Investigation

The scope of this investigation was limited to the identification of basic principles which should serve as a guide in the development of a program for students who are planning careers in early childhood education and the teaching-learning practices of a professional laboratory nature which exemplified these principles. This investigation was not concerned with the sequence or the time duration of the teaching-learning practices, but this does not imply that these factors are not of importance and that they should not be studied at a later date.

Plan of the Investigation

The need as well as the general nature of this investigation is discussed in Chapter I. Chapter II contains an explanation of the procedure followed in conducting the investigation and an explanation of how the checklist was designed and how the respondents were chosen and a

report of the respondents' judgments. Chapter III includes a description of the data and an interpretation of the findings. Chapter IV contains the conclusions based upon the findings as well as recommendations for further investigations which could be extensions of this investigation.

CHAPTER II

PROCEDURE

It should be recalled that the objectives of this investigation were twofold: (1) to formulate statements of principles which should be basic to a program of teacher education in early childhood education and to describe teaching-learning practices of a professional laboratory nature and (2) to validate the statements of principles and to ascertain the extent to which each teaching-learning practice associated with each principle exemplified the principle.

Three important phases of general procedure were followed in this investigation: (1) the development of a checklist comprised of statements of principles and descriptions of teaching-learning practices associated with each principle, (2) the selection of respondents, competent workers in early childhood education, who would pass judgment on the statements, and (3) summary of the judgments of the jury and an identification of the extent to which an agreement exists with reference to the various statements of the checklist.

The general procedure for this study was similar to that followed by Madaus (24), who validated a set of principles, which had been identified previous to his study, by asking a jury of authorities to respond to principles and statements of practices by accepting or rejecting them.

Three groups of persons contributed to this investigation: (1) a group of associates (the faculty of the Department of Family Relations and Child Development at Oklahoma State University), (2) the consultant group who was selected by the group of associates and two other persons who were also named by the group of associates, and (3) a jury of respondents who were named by the consultant group.

Development of the Checklist

Identification of the Basic Principles and Practices. The first draft of the checklist contained statements of seven basic principles which were obtained from various sources and stated so that each represented only one key concept. (Appendix A).

A study of professional laboratory experiences which were carried on in 1946 - 1947 by a subcommittee of the Committee on Standards and Surveys of the American Association on Teacher Colleges was based on conceptions regarding the nature and place of such experiences in a functional program of teacher education in elementary education. (14). This subcommittee developed nine principles which could be used as guides by those concerned with teacher education at the elementary level. Five of these principles indirectly influenced the present investigation, but four contributed specifically to it. Because the subcommittee was concerned with elementary education and because no comparable study had been done in early childhood education, this investigator chose to study only the planned contacts for students "with children, youth, and adults (through observation, participation and pre-service teaching) which were designed to make a direct contribution to the student's understanding of individuals and their guidance in the teaching-learning process." (14, p.4).

The four principles from the foregoing survey and an interpretation of their influence on the present investigation follows.

Principle I. The particular contribution of professional laboratory experiences (including student teaching) to the education of teachers is threefold; (1) an opportunity implement theory - both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations. (14, p. 16).

The membership of the subcommittee of the Committee on Standards and Surveys stated that basic to this principle is the assumption that first-hand experience is essential in teacher education. This subcommittee did not imply that direct experience offered all the learning necessary for those preparing to teach, nor did the investigator in this study make such an assumption. She accepted the point of view of the subcommittee, which was:

> The insights gained through experience removed from direct contact with pupils - through study, lecture and discussion in college classes, through participation in forums and other types of group experience - are recognized as being invaluable in the teacher education program. In fact, the quality of learning possible through professional laboratory experiences depends in part upon the way they are related to the background the student brings from other experience and the way in which they are generalized through various symbolic experiences. On the other hand, the values gained through symbolized experiences are increased by direct contacts such as professional laboratory experiences afford. (14, p. 17).

For interpretation of Principle I the subcommittee pointed to three unique contributions of professional laboratory experiences in the education of teachers. (1) Professional laboratory experiences offer an opportunity to implement theory. (2) Professional laboratory experiences help a student to see his own needs for further study. (3) Professional laboratory experiences offer opportunity to study with the student his ability to function effectively when guiding actual teaching-learning

situations. ..... "it is only as the student of education begins to deal with real children and youth in school and other settings that he can test his ability to deal with human factors in educational situations." (14,p.19).

The Executive Committee of Association for Supervision and Curriculum Development (5) supported this point of view when it stated:

> Educational theory and educational practice can each be most useful when they are placed in relation to each other. Each is the best test of the other. If educational theory is sound, it should stand the test of being put into practice. If educational practice is sound, it should stand the test of being checked against theoretical considerations. (p. 144).

There is no argument for a choice between theory and practice. The basic concern is to put theory into practice by the provision of opportunities for students to have guided contact with children and youth in a realistic situation.

> 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. (14, p. 19).

The influence which this principle had upon the present investigation was philosophical. Certainly the readiness or the status of the learner is the basis for learning and is basic to all the principles that were developed for the present investigation. The flexibility of a program in teacher education depends to a certain extent upon the variety of opportunities for experiences which are available in a school or community as well as the status of the learner. Of course the person on whom the responsibility of planning falls must be one who recognizes individual differences, but it is anticipated that the identification of principles to be used as guides and the practices which exemplify these principles will help the individual responsible for programs in teacher education to enrich programs and make them more realistic as they meet individual needs.

The subcommittee of the Committee on Standards and Surveys indicated that, if the basic principle of individual differences is fully implemented, it will mean three major points of differentiation: (1) Students will enter upon professional laboratory experiences at different points in the professional sequence, and the more intensive period of consecutive work with a group of learners, called student teaching, will vary as to its placement in the program. (2) The nature of the laboratory experience will vary with the needs of the individual student. (3) The length of time the student engages in a given experience will vary with the needs of the individual and the demands of the situation. (14, p. 23).

It is believed that, when principles and practices which exemplify these principles have been identified, the person responsible for teacher education, in joint planning with the student, will be able to plan the sequence and the time of the professional laboratory experiences to meet the individual needs of the student.

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. (14, p. 23).

This principle includes four basic guides which should govern the nature of professional laboratory experiences at the early childhood levels as well as at the elementary level: (1) Contacts should be guided. (2) Contacts should be provided with respresentative groups - groups having children of differing abilities and of differing socio-economic backgrounds. (3) Contacts should include experiences with groups of differing maturity levels. (4) Contacts should be spread over a period of time sufficient to contribute to understanding of human growth and development. (14, p. 23).

Basic to the present investigation is the belief that professional

laboratory experiences should be guided, and guided means that the person responsible for teacher preparation pre-plans for the student, observes, and evaluates, and interprets with the student during the entire time the student is in the teacher-education program.

One basic principle of the present investigation includes the specification that programs of preparation for careers in teaching should provide for the student opportunity for guided contact with groups of differing maturity levels.

> 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. (14, p. 26).

This principle stresses the fact that responsible participation is desired. Passive observation is not as valuable to the student learning to be a teacher as is the experience of taking an active part in an enterprise and assuming at least partial responsibility for the success of the enterprise. "This participation is to extend to all the important phases of the teacher's activities both in and out of school." (14, p. 26).

The subcommittee in answer to the question of what is the present-day concept of the function of the teacher pointed to the following expectations;

> Today's teacher is expected to be a student of human growth and development, to have skill in learning to understand children as individuals and as groups. He is expected to have some ability to interpret the behavior of individuals and some knowledge of how to affect group dynamics. He is expected to be a student of the curriculum, to understand the role of education in society, to see the segment of the school program with which he is directly concerned as a part of the whole, to be sensitive to the problems of building an educational program for youngsters, to have some principles (which he will modify from time to time) to determine the selection and guidance of experiences with children. (14, p. 33).

The first version of the checklist comprised of the seven principles and their exemplifying practices, a response pattern, and directions for

responding was drafted. (Appendix A).

The Group of Associates and Their Responsibilities. A group of associates (faculty members in the Department of Family Relations and Child Development at Oklahoma State University) was asked to contribute to this investigation in the following ways: (1) to accept, reject, or modify the statements of the seven principles and to add other principles if they felt they existed, (2) to examine the transmittal letter and the instructions for responding to the checklist and to make suggestions for their improvement, and (3) to name two persons to help them identify competent people in early childhood education to serve as consultants in the final revision of the tentative set of principles and their exemplifying practices.

This group contributed valuable criticisms and suggestions which were used in refining the statements of principles and practices. Two principles and several practices were added to the original seven principles and practices from the suggestions made by this group. (Appendix B).

The Group of Consultants and Their Responsibilities. The group of twenty people who had been named by the group of associates was requested to respond to the checklist in order to provide help in developing a final instrument that would be free from ambiguities, in eliminating items that were irrelevant, and in adding items where necessary to provide a more adequate description of the exemplification of a principle. Each one was asked to name ten competent workers in early childhood education to serve as a jury to pass judgment upon the principles and exemplifying practices in the final draft of the checklist.

Appendix B contains the letter of transmittal, the instructions for respondents, the checklist, and a face sheet data page which was sent to

the twenty people in the group of consultants. This group of twenty was requested to accept or reject the principle. If the principle was accepted, the respondent was to check the exemplifying practices as accept or reject in relation to whether the practice exemplified the principle. If the respondent accepted the practice but felt it should be identified with another principle, he was permitted to indicate the principle with which it, in his opinion, should be identified. These twenty persons were also instructed to make additions or deletions or to change the wording of the statements of principles and practices. (Appendix B).

Fifteen persons of the twenty who were named by the group of associates responded to the checklist, and from the responses of this group the final checklist was developed. The names and addresses of the consultant group are listed in Appendix B. The responses of the fifteen people to the checklist are recorded and summarized in Tables XVI to XXIII, inclusive. (Appendix C). From this group the final checklist was developed.

TABLE I

PRESENT POSITION, ACADEMIC STATUS, AND SEX OF CONSULTANT GROUP

PRESENT POSITION	BACHELOR DEGREE		MASTER DEGREE		DOCTORATE		TOTAL
	Male	Female	Male	Female	Male	Female	
Directors of College Preschool Laboratories		1		3		4	8
Chairmen, Department Heads, College Presidents				1	1		2
College Teachers				1		1	2
College Supervisors of Student Teaching						1	1
Consultants in Services to Children				1		1	2
TOTAL		1		6	1	7	15

From the information in Tables I, II, III, and IV it may be observed that these fifteen persons who responded to the tentative checklist had many years of service in teaching young children as well as experience in administration and supervision of teacher education programs.

It can be noted from Table I that more than half of this group was directors of college preschool laboratories. Fourteen of this group had attained the master's or doctor's degree.

TABLE II

PROFESSIONAL PREPARATION OF THE CONSULTANT GROUP

MAJOR FIELD	BACHELOR	MASTER	DOCTORATE	TOTAL
Early Childhood Education	1	4	3	8
Elementary Education		1		1
Psychology			3	3
Education			1	1
Family Relations & Child Development		1	1	2
TOTAL	1	6	8	15

Table II points to the competence of this group in relation to professional preparation. Eight of the fifteen have attained degrees in early childhood education. Eight consultants also reported that they held a doctorate, and only one held less than the master's degree.

Table III reveals that thirteen of the fifteen consultants had first-hand experience in teaching nursery school or kindergarten children. Eleven had experience in supervision, administration, and college teaching.

TABLE III

TYPE AND YEARS OF TEACHING EXPERIENCES FOR THE CONSULTANT GROUP
Number of Respondents - 15

TYPE OF TEACHING EXPERIENCE	1 & 2 Years	3 & 4 Years	5 to 9 Years	10 to 35 Years	TOTAL
Nursery School	1	2	4	5	12
Kindergarten			1		1
Elementary School	3		2	1	6
Secondary School		2	1		3
Supervision	1	2	2	7	12
Administration	1		4	6	11
College Teaching			3	8	11

Table IV indicates the geographical location of the groups of consultants. Although no attempt was made by the teaching associates of this investigator to select the twenty persons for the consultant group according to geographical location, they were almost equally distributed throughout the United States by regions.

TABLE IV

GEOGRAPHICAL CLASSIFICATION OF THE CONSULTANT GROUP

GEOGRAPHICAL REGION	NUMBER	PERCENTAGE
New England	3	20
Middle Atlantic	3	20
South Atlantic	3	20
North Central	2	13.3
Mountain & Southwest	0	0
Pacific Coast	4	26.7
TOTAL	15	100.0

In summary, it can be noted that the group of consultants through professional preparation and experiences would seem qualified to pass judgment on the principles and practices in the tentative checklist.

A principle or a practice was retained in the final checklist when ten or more of the fifteen consultants had checked the item accept.

Table V contains a summary of the responses of the consultants to each of the nine principles. This table reveals that six of the principles were accepted unanimously but that three were rejected by one person. A more detailed discussion of the consultant group's responses to the tentative checklist follows in this chapter.

Basic Principle I, which was related to the guided contacts that students should have with children and families of different socio-economic levels, was accepted by all of the group of consultants, but in regard to the practices which exemplified this principle a majority rejected the practices concerned with "baby sitting." Reasons for rejection of this experience were: (1) could not be guided, (2) not safe for students to be left in homes of some lower socio-economic levels, (3) not essential, and (4) of limited value. Those consultants who accepted this practice requested that there be a close screening of homes before placing a student for the desired learning experience. The practice which related to students helping with music and stories in missions was rejected because in the opinion of the respondents it was of limited value. The four practices which related to "baby sitting" and work in missions as exemplification of Basic Principle I were omitted from the final checklist.

Basic Principle II was related to the guided contacts which students should have with children and their families of different ethnic and religious groups. It may be remembered that this principle was added by

TABLE V

ACCEPT AND REJECT RESPONSES OF THE GROUP OF FIFTEEN CONSULTANTS FOR THE NINE BASIC PRINCIPLES

BASIC PRINCIPLES	ACCEPT	R
Basic Principle I Professional laboratory experiences should provide guided contact for the student with children and their families of different socio-economic levels.	15	
Basic Principle II Professional laboratory experiences should provide guided contact for the student with children and their families of different ethnic and religious groups.	15	
Basic Principle III Professional laboratory experiences should provide guided contact for the student with children and youth of different mental abilities.	14	
Basic Principle IV Professional laboratory experiences should provide guided contact for the student with children of different maturity levels.	15	
Basic Principle V Professional laboratory experiences should provide guided contact for the student with children who may have physical disabilities.	14	
Basic Principle VI Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.	14	
Basic Principle VII Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships.	15	
Basic Principle VIII Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.	15	
Basic Principle IX Professional laboratory experiences should provide guided contact for the student with leaders in the community agencies in order to learn the responsibilities of a teacher in relation tc community agencies.	15	

the investigator's associates to the original seven principles. All fifteen of the respondents checked this principle accept.

There were two exemplifying practices for Basic Principle II. The practice concerning the student's guided contact in a school that serves predominantly a minority group was accepted by twelve respondents, but the practice concerning the contact with children other than English-speaking was rejected. To this principle were added three practices by this group. (Appendix D).

Basic Principle III was related to the guided contact which the student should have with children and youth of different mental abilities. Fourteen consultants accepted the principle and the five exemplifying practices, but enough of the consultants asked that the word work be changed to observe to justify this revision in the final checklist. (Principle III, Appendix D).

Basic Principle IV was related to the guided contacts which students should have with children of different maturity levels. This principle was unanimously accepted. The exemplifying practice, which stated that students spend part of their teaching assignment with toddlers (eighteen months to thirty months, was rejected by seven persons and was omitted from the final checklist. The reasons given for rejecting this practice were: (1) children of this age are not ready for group experience; (2) too difficult to get natural situation with mother and child in groups; (3) students usually are not ready for work with children this young. Those consultants who accepted this practice stipulated that it was a difficult laboratory experience to plan but that, if the conditions were ideal for the child, then it would be desirable for students to observe children of this age with the mother present. It can be noted that the practice in which students observed toddlers with their mothers was accepted as a valuable experience.

One consultant stated, "I believe toddlerhood is one of the most significant periods. We have learned much about infancy and what is g for infants. We are just beginning to get a better understanding of t age and we need to be aware lest we get involved with things we feel a wrong for healthy toddlerhood as we did in the old days for infants."

Another consultant felt that observations by students must be foll by interpretation by teachers for the experience to have value in the students' learning about children.

A point in favor of students' observing toddlers was stated by on consultant thus: "The struggle for autonomy; the beginning of relating socially to peers; the investigation of materials (via taste, touch, s are fascinating." (sic).

Another comment concerning observation was: "I would prefer an in sive student teaching experience which would allow the student to with the teaching situation in order to make periodic observations during t total teaching assignment. This has major advantage over separate per for observation and participation."

Two exemplifying practices were added to Basic Principle IV. The additions were: students spend all of their assignment with one age le between the ages of three to six; and students spend part of their tea assignment with children in the primary grade. The feeling of some consultants was that it was just as important to know the age level wh followed the preschool child as it was to understand infants and toddl These additions to Principle IV may be found in Appendix D.

Basic Principle V received only one reject response, but enough o the respondents asked that the word work be changed to observe or assi and the word mild be inserted before physical disabilities, so that th

principle in the final checklist was stated: "Professional laboratory experiences should provide guided contact for the student to observe or assist in groups where children have mild physical disabilities." (Appendix D).

Since the inclusion of physically handicapped children in the "nor nursery school program is a debatable question, the following quotation one consultant seemed to encompass many comments regarding this princip "Generally speaking I can see value in allowing students to have a good knowledge of physical limitations which children may have. To me, this as important as making the student aware of social or emotional limitat However, I would not want the general nursery school teacher to leave college believing she is a well-trained person in any of these areas. selection of children who deviate too far from the broad average range, believe one encounters special problems. Certainly the parents of chil who are deviates may have special problems which would be difficult for most teachers to handle. ..... Most teachers or schools are not equippe to handle either the child or parents of the social, emotional, mental physical deviates."

Basic Principle VI was related to the students' guided contacts wi children with mild emotional disturbances. Fourteen persons accepted t principle; however, the practice that stated that students work with ch ren with mild emotional disturbances was rejected on the basis that a child who manifested emotional disturbances may be further disturbed by the intrusion of another adult in his guidance. The respondents who accepted the practice of students' working with mild emotionally distur children felt that students would encounter enough learning situations they worked with the so-called "normal" group of children.

Basic Principle VII was related to the guided contact for the stud with parents and teachers in order to learn the responsibilities and sk which may facilitate good parent-teacher relationships. Fifteen consul accepted this principle and all the exemplifying practices with two exc tions, which were: (1) students make home visits alone to talk with par when studying their child, and (2) students interpret the child's progr report to the parent after conference with the teacher concerning the s child's progress report.

There seemed to be a general feeling in the responses that student contacts with the children's parents should be friendly, informal ones; however, some felt that with selected families certain contacts could b planned for students to visit with the family without being accompanied the teacher.

Basic Principle VIII and the seven practices which exemplified it accepted by all respondents without comment. Two exemplifying practice were added from the constructive suggestions given by the group of cons ants to this principle. (Appendix D, Principle VIII, Practices 8 and 9)

Basic Principle IX with the nine exemplifying practices were accep with no revisions for the final checklist.

Composition of the Final Checklist. There were four main steps in the development of the final draft of the checklist before it was submi to the jury of competent persons for their judgment. (1) The investigat identified seven principles and exemplifying practices from a review of literature and her own experiences in teacher-education. (2) The origin seven principles and the exemplifying practices (Appendix A) which had been identified were submitted to a group of associates for their sugge tions. (3) The suggestions from the associate group were used to formula

the checklist, which was in turn sent to the consultant group for their suggestions. (This group's suggestions have been discussed previously in this chapter). (4) The consultant's responses formed the bases for the revisions of the tentative checklist into its final form. (Appendix D).

TABLE VI

ILLUSTRATIVE ITEM OF THE FINAL CHECKLIST

BASIC PRINCIPLE I — ACCEPT _____ REJECT _____

Professional laboratory experiences should provide guided contact for the student with children and their families of varied socio-economic levels.

Statements of practices that exemplify Basic Principle I

1. Students have experiences with children of lower socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or settlement houses.

2. Students have experiences with children of middle socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or parent cooperatives.

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					

Table VI shows how the final checklist was developed to contain the statements of the nine principles and the descriptive statements of teaching-learning practices purported to exemplify the principle with which they were associated. The jury member was asked to indicate whether he accepted or rejected the principle as a basic guide for planning professional laboratory experiences for students planning to be teachers of children under six. He was also asked to indicate on a rating scale whether he

accepted or rejected each teaching-learning practice described as an exemplification of the principle with which it was associated.

If the jury member accepted the teaching-learning practice, he was asked to indicate whether it exemplified the principle completely, highly in a partial sense, moderately in a partial sense, or low in a partial sense. The practice could be rejected by one's checking Does not exemplify. The letter of transmittal, the instructions, and the final checklist may be found in Appendix D.

Selected Jury of Competent Persons

How the Jury Members Were Chosen. The fifteen persons who responded to the tentative checklist named one hundred and fifty persons to the group of respondents who were to pass judgment on the principles and exemplifying practices contained in the final checklist.

Many persons, however, were named more than once, and as a result only one hundred names were available for the jury. An analysis of the composition of this group is contained in Chapter III. The final checklist was sent to these one hundred persons.

Fifty-seven of the one hundred persons responded within a few weeks. When approximately one month had elapsed, a follow-up airmail letter was sent to the remaining forty-three persons. (Appendix D. The responses of thirteen additional persons made the total seventy. In all, eighty-three checklists were returned. Thirteen checklists were returned without being checked for the following reasons: (1) Time was not available for the person to complete the checklist. (2) The person to whom it was mailed was on sabbatical leave, and the checklist was returned without its having reached the respondent. (3) Illness prevented three persons from completing

the checklist. A letter of explanation from the respondent or an asso of the respondent accompanied the thirteen returns which were unchecke Seventeen of the one hundred named to this group did not reply. There fore the responses of these seventy persons comprise the data for this investigation.

CHAPTER III

ANALYSIS OF THE DATA

The first objective of this investigation was to identify principles which should be basic to a program for students who were planning teaching careers in early childhood education and to describe teaching-learning practices of a professional laboratory nature which exemplify these principles. These principles and practices were organized into a checklist with the help of a group of associates and a group of consultants who were competent persons in early childhood education.

The second objective of the investigation was to ascertain (1) whether or not the statements of principles were basic to the planning of professional laboratory situations in early childhood education and (2) whether or not the teaching-learning practices exemplified the principles with which they were associated and to what degree this relationship existed between the practice and the principle. To accomplish this objective the investigator sent the checklist, composed of the statements of principles and the descriptions of the teaching-learning practices, to one hundred competent persons in early childhood education who were nominated by the group of consultants. In all, seventy persons returned the checklist completed.

Description of the Jury Members

The homogeneity of the sample used in this investigation seemed to

justify the small number of cases (seventy) used in the jury. Parten (32) states: "The more homogeneous the population the fewer the cases required to yield a reliable sample." (p. 294).

Eighteen of the twenty persons who were named to the group of consultants were named again by this same group to the final jury. Some persons were named as many as six times to this final group.

TABLE VII

PRESENT POSITION, ACADEMIC STATUS, AND SEX OF THE SEVENTY JURY RESPONDENTS

PRESENT POSITION	BACHELOR DEGREE		MASTER DEGREE		DOCTORATE		TOTAL
	Male	Female	Male	Female	Male	Female	
Teachers in Nursery Schools			2			1	3
Directors of College Preschool Laboratories		1		9		9	19
Directors of Day Care Centers			1				1
Chairmen, Department Heads, College Presidents					5	6	11
College Teachers			2		2	8	12
College Supervisors of Student Teaching			3		1	5	9
Consultants in Services to Children		1	7			7	15
TOTAL		2	24		8	36	70

Tables VII, VIII, and IX contain facts which point to the competency of the jury respondents. Their present position, academic achievement, professional preparation, and type and years of teaching confirm a competence in their ability to pass judgment upon the final checklist items which provide the data for this investigation.

Table VII shows that not less than sixty-eight of the seventy held a master's or doctoral degree. Nineteen of this group were directors of college preschool laboratories. Fifty-five were in positions that would give them first-hand experience with children and teachers of young children, on which to base their judgments in relation to the principles and exemplifying practices that should be basic to an early childhood education program.

TABLE VIII

PROFESSIONAL PREPARATION OF THE JURY RESPONDENTS

MAJOR FIELD	BACHELOR	MASTER	DOCTORATE	TOTAL
Early Childhood Education	3	13	4	20
Elementary Education		2	5	7
Psychology			10	10
Education		7	12	19
Family Relations & Child Development		3	8	11
TOTAL	3	25	41	69*

* One respondent did not have an academic degree; however, she had more than twenty-five years of teaching and administrative experience in nursery schools.

Table VIII reveals that forty-one of the seventy held the doctoral degree. Twenty persons in this group had degrees in early childhood education, and the remaining fifty were in closely related areas such as education, psychology, and family relations and child development.

Table IX shows that fifty-three persons of this jury had had first-hand teaching experience with nursery school and kindergarten children. Fifty-nine of the seventy had had experience as college teachers, plus many

TABLE IX

TYPE AND YEARS OF TEACHING EXPERIENCES FOR THE JURY RESPONDENT
Number of Respondents - 70

TYPE OF TEACHING EXPERIENCE	1 & 2 Years	3 & 4 Years	5 to 9 Years	10 to 35 Years	TOTAL
Nursery School	5	4	26	16	51
Kindergarten		1		1	2
Elementary School	7	9	11	3	30
Secondary School	7	5	5		17
Supervision	5	9	10	17	41
Administration	6	6	14	19	45
College Teaching	2	9	22	26	59

The jury's teaching experiences as revealed by Table IX would indicate, if years of service can be used as a measure, that this group should be considered competent to pass judgment when responding to such a checklist as was used in this investigation.

TABLE X

GEOGRAPHICAL CLASSIFICATION OF THE JURY RESPONDENTS

GEOGRAPHICAL REGION	NUMBER	PERCENTAGE
New England	10	14.3
Middle Atlantic	20	28.6
South Atlantic	14	20.
North Central	18	25.7
Mountain & Southwest	2	2.8
Pacific Coast	5	7.2
Foreign	1	1.4

There were no restrictions in relation to geographical location of the jury, but Table X reveals that all regions of the United States were represented with the major number of responses coming from the eastern part of the United States. One response was returned from Canada.

Analysis of the Responses of the Jury

To achieve the objectives of this investigation the investigator deemed it not necessary to treat the data in a highly statistical manner. The results of the respondents' judgments were evident through frequency tabulation and by conversion of these frequency numerations into percentages. ".... counts /frequencies/ and percentages are more frequently employed in surveys than averages and other measures of magnitudes." (32, p. 499).

The checklist contained statements of nine principles. With each principle were associated descriptions of teaching-learning practices purported to exemplify the principle with which they were associated. The jury respondent was asked to indicate whether he accepted or rejected the principle as basic to planning the professional laboratory experiences for an early childhood teacher education program. He was also asked to indicate on a rating scale whether he accepted or rejected each teaching-learning practice as an exemplification of the principle with which it was associated. If the respondent accepted the teaching-learning practice, he was asked to indicate whether it exemplified the principle completely, highly in a partial sense, moderately in a partial sense, or low in a partial sense.

The responses of the jury respondents were summarized (Tables XXV to XLII, Appendix F) to show (1) the percentage of acceptance and rejection of the statements of basic principles, (2) the percentage of acceptance rejection of each teaching-learning practice as an exemplification of the

basic principle with which it was associated, and (3) the degree to which the teaching-learning practice exemplified the basic principle if it were accepted as an exemplification.

Acceptance and Rejection of Basic Principles. In Table XI are summarized the number and percentage of the jury respondents who accepted or rejected the statements of principles as basic to a program of preparation for careers in early childhood education.

All statements of principles were accepted by the jury respondents. This group unanimously accepted Basic Principles I, II, IV, and VII. Of the nine principles, V and VI were least acceptable, a collective judgment which confirmed that of the consultant group as reported on page 23 in Chapter II.

TABLE XI

NUMBER AND PERCENTAGE OF ACCEPT AND REJECT RESPONSES OF THE JURY RESPONDENTS TO THE NINE BASIC PRINCIPLES
Number of Respondents - 70

BASIC PRINCIPLES	ACCEPT No.	ACCEPT %	REJECT No.	REJECT %
Basic Principle I Professional laboratory experiences should provide guided contact for the student with children and their families of varied socio-economic levels.	70	100	0	0
Basic Principle II Professional laboratory experiences should provide guided contact for the student with children and their families of various ethnic and religious groups.	70	100	0	0
Basic Principle III Professional laboratory experiences should provide guided contact for the student with children and youth with different mental abilities.	69	98.5	1	1.5
Basic Principle IV Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.	70	100	0	0

TABLE XI (continued)

BASIC PRINCIPLES	ACCEPT No.	ACCEPT %	RE No.
Basic Principle V Professional laboratory experiences should provide guided contact for the student with children to observe or assist groups where children may have mild physical disabilities.	64	91	6
Basic Principle VI Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.	63	90	7
Basic Principle VII Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships.	70	100	0
Basic Principle VIII Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.	69	98.5	1
Basic Principle IX Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation to community agencies.	69	98.5	1

One basic hypothesis of the investigation was that a consensus ex among competent persons concerning what basic principles should be use guides for the development of a program of opportunity for experiences a professional laboratory nature for those planning teaching careers i early childhood education. This hypothesis was obviously confirmed as valid.

Concensus in this investigation was arbitrarily accepted to mean more than fifty percent of the respondents had indicated an acceptance the principles and the exemplifying practices. All accept responses f the exemplifying practices, whether complete or partial exemplificatio

were totaled to determine whether a consensus existed. Complete tabulations may be found in Appendix F, Tables XXV to XXXIII, inclusive.

Acceptance and Rejection of Exemplifying Practices. The second purpose to be served was to ascertain whether or not a consensus existed among the jury that each teaching-learning practice associated with a principle exemplified the principle. Although there was opportunity for the jury respondents to indicate the degree to which a practice exemplified a principle, for the purpose of finding a consensus, all degrees of acceptance such as completely exemplifies, high, moderate and low partial exemplification were combined as accept responses.

TABLE XII

A VARIANT OF TABLES XXV TO XXXIII INCLUSIVE, SHOWING HOW THE ACCEPT AND REJECT RESPONSES FOR EXEMPLIFYING PRACTICES WERE OBTAINED

Basic Principle IV	ACCEPT		REJECT	
Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.	No. 70	% 100	No. 0	% 0

Statements of Practices that Exemplify Basic Principle IV	Exemplify Responses		Does Not Exemplify Responses	
	Number	Percentage	Number	Percentage
1. Students assist teacher or mothers in caring for infants (one month to eighteen months).	67	96	3	4
2. Students assist teacher or mothers in caring for children (two and one-half years to three and one-half years).	70	0	0	0

Table XII illustrates how the completely exemplify responses, and the three partial exemplification responses were combined to give a total accept response. This seemed justified, for in no way could any degree of acceptance

be tabulated as a reject response. The complete results for the accept and reject responses may be found in Tables XXV to XXXIII inclusive, in Appendix C.

Table XIII is presented to show the range of number and percentage of accept responses of the exemplifying practices as they were associated with each of the nine basic principles.

TABLE XIII

RANGE OF NUMBER AND PERCENTAGE OF ACCEPT RESPONSES TO THE EXEMPLIFYING PRACTICES OF EACH BASIC PRINCIPLE
Number of Respondents - 70

PRINCIPLE	TOTAL ACCEPT RESPONSES	NUMBER OF EXEMPLIFYING PRACTICES	RANGE OF ACCEPTANCE	
			Number	Percentage
Principle I	70	5	67 - 70	96 - 100
Principle II	70	4	65 - 70	93 - 100
Principle III	69	5	61 - 68	89 - 99
Principle IV	70	11	35 - 70	50 - 100
Principle V	64	5	61 - 64	95 - 100
Principle VI	63	2	41 - 59	65 - 94
Principle VII	70	9	66 - 70	94 - 100
Principle VIII	69	9	67 - 69	97 - 100
Principle IX	69	10	63 - 69	91 - 100

With the exception of practice 10 and practice 2, associated respectively with Principle IV and Principle VI, the percentage of respondents indicating acceptance of the practices as exemplifying the principles ranged from 89 percent to 100 percent.

Exemplifying Practice 10, associated with Principle IV, was, "Students

spend all of their teaching assignment with one age level between the ages of three to six years," and Practice 2, which was associated with Principle VI, was, "Students make visits to a mental institution for children."

In light of the summary in Table XIII it appears that a concensus exists among competent persons in the field that certain teaching-learning practices exemplify certain principles basic to planning professional laboratory experiences in an early childhood education program. On this basis the second hypothesis of this investigation was accepted.

Degree of Acceptance of Exemplifying Practices. The third objective of analyzing the responses of the jury was to ascertain the degree to which the teaching-learning practice exemplified the basic principle if it were accepted as an exemplification. To accomplish the task this investigator classified the collective judgments of the jury respondents according to a high degree of acceptance and a low degree of acceptance.

This classification of the accept responses was for three purposes: (1) to find the teaching-learning practices that were ranked to such a high degree that in the judgment of more than fifty percent of the jury respondents these practices should be included in all early childhood education programs. (Table XV). (2) to identify the teaching-learning practices which could be used to supplement other teaching-learning practices in an early childhood education program. (Tables XXXIV to XLII, inclusive, and (3) to determine the rank of the teaching-learning practices in relation to the principle with which it was associated.

Complete exemplification and high partial exemplification of a principle, according to the instructions given the jury, were considered as teaching-learning practices which be included in all early childhood education programs with a minumum of supplementation. Moderate partial and low partial

exemplification by the same instructions were considered as teaching-learning practices which should have a maximum of supplementation.

TABLE XIV

A PATTERN FOR ILLUSTRATING HOW THE HIGH AND LOW DEGREE OF ACCEPTANCE OF EXEMPLIFYING PRACTICES WAS COMPILED FOR BASIC PRINCIPLE I

BASIC PRINCIPLE I
Professional laboratory experiences should provide guided contact for the student with children and their families or varied socio-economic levels.

Number of Accept Responses - 70

EXEMPLIFYING PRACTICES	NUMBER OF HIGH DEGREE Acceptance				NUMBER OF LOW DEGREE Acceptance			
	Completely Exemplifies	Partially High	TOTAL	%	Partially Moderate	Partially Low	TOTAL	%
1	5	9	14	21	41	12	53	79
2	5	9	14	21	40	13	53	79
3	3	7	10	15	41	16	57	85
4	20	44	64	91	6	0	6	9
5	5	20	25	37	26	17	43	63

Table XIV reveals how the responses of complete exemplification and high partial exemplification of a practice were combined under the heading Number of High Degree Acceptances and how the moderate partial and low partial exemplification were combined under the heading Number of Low Degree Acceptances. The complete tabulations for the nine basic principles and their exemplifying teaching-learning practices may be found in Appendix F, Tables XXXIII to XLII, inclusive.

Table XV shows the degree of acceptance and rejection of the jury's responses to the nine basic principles. It also shows the teaching-learning practices which more than fifty percent of the jury of seventy competent persons judged to be complete or high partial exemplification of a

principle. It may be recalled that the nine basic principles (Table XI, page 38) were accepted by a high percentage of the seventy respondents, the range of acceptance being from ninety percent acceptance for Principle VI to one hundred percent acceptance for Principles I, II, IV, and VII. It may also be recalled that all the exemplifying practices with the exception of two (page 41) received a large total of the accept responses.

TABLE XV

THE NINE BASIC PRINCIPLES AND THEIR EXEMPLIFYING PRACTICES WHICH MORE THAN FIFTY PERCENT OF THE RESPONDENTS CHECKED COMPLETE OR HIGH EXEMPLIFICATION OF A PRINCIPLE

	ACCEPT		REJECT	
BASIC PRINCIPLE I Professional laboratory experiences should provide guided contact for the student with children and their families of varied socio-economic levels.	No.	%	No.	%
	70	100	0	0

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students have experiences with groups of children as observers, as participants, or as assistant teachers in nursery schools, kindergartens, or day care centers which are composed of more than one socio-economic level.	64	91	6	9

	ACCEPT		REJECT	
BASIC PRINCIPLE II Professional laboratory experiences should provide guided contact for the student with children and their families of various ethnic and religious groups.	No.	%	No.	%
	70	100	0	0

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students assist or observe a teacher in a school that is representative of the various ethnic andreligious groups.	62	89	8	11

	ACCEPT		REJECT	
BASIC PRINCIPLE III Professional laboratory experiences should provide guided contact for the student with children and youth of different mental abilities.	No.	%	No.	%
	69	98.5	1	1.5

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students observe groups of children whose mental abilities range from dull-average to superior.	54	80	14	20

TABLE XV (continued)

BASIC PRINCIPLE IV	ACCEPT		REJECT	
Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.	No. 70	% 100	No. 0	% 0

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students spend part of their teaching assignment with children (Three and one-half years to five years).	53	75	17	24
2. Students spend part of their teaching assignment with children (Two and one-half years to three and one-half years).	49	70	21	30
3. Students spend part of their teaching assignment with kindergarten age children.	47	64	22	36

BASIC PRINCIPLE V	ACCEPT		REJECT	
Professional laboratory experiences should provide guided contact for the student to observe or assist in groups where children may have mild physical disabilities.	No. 64	% 91	No. 6	% 9

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students spend part of their teaching assignment in a group where there is one or more physically handicapped children.	43	67	21	33

BASIC PRINCIPLE VI	ACCEPT		REJECT	
Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.	No. 63	% 90	No. 7	% 10

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. None				

BASIC PRINCIPLE VII	ACCEPT		REJECT	
Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships.	No. 70	% 100	No. 0	% 0

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Student is present during a conference at which a child's progress report is interpreted to a parent when the parent accepts this arrangement.	43	64	24	36
2. Student helps write a progress report on children.	41	60	28	40

TABLE XV (continued)

Statement of Practices (continued)	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
3. Student is present during a teacher-parent conference when the parent accepts this arrangement.	39	59	27	41
4. Students make home visits with the teacher to talk with the parents when studying their child.	36	54	31	46

BASIC PRINCIPLE VIII	ACCEPT		REJECT	
	No.	%	No.	%
Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.	69	98.5	1	1.5

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students assume most of the responsibilities of teaching a group of children under the supervision of the teacher before completion of their student teaching assignment.	57	82	12	18
2. Students participate in some curriculum planning groups with teachers.	44	64	25	36
3. Students help the teacher plan a daily program for the children.	42	60	27	40
4. Students attend professional meetings with teachers.	38	56	31	44
5. Students plan ways of interpreting children's growth and the school's role in the community.	35	51	33	49

BASIC PRINCIPLE IX	ACCEPT		REJECT	
	No.	%	No.	%
Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation to community agencies.	69	98.5	1	1.5

Statement of Practices	High Accept Responses		Low Accept Responses	
	No.	%	No.	%
1. Students have contact with local child guidance, family service programs, or child welfare authorities to learn of their services to children and families as well as to learn appropriate procedure for referrals.	47	68	22	32
2. Students have some direct experience as a volunteer in a community agency.	37	54	31	46

Table XV summarizes the important findings of this investigation. This table alone could be valuable as a guide for those persons who are responsible for planning the teaching-learning practices of a professional laboratory nature for early childhood education majors.

Rank of the Exemplifying Practices

The second step in the procedure was made to determine the degree of acceptance of the teaching-learning practice in relation to the principle which it exemplified. In order to accomplish this purpose the low degree of accept responses were subtracted algebraically from the high degree acceptances, and the remainder resulting from this calculation provided the basis for the ranking of the exemplifying practice. The complete tabulation of the exemplifying practices associated with each principle may be found in Tables XXXIV to XLII, inclusive.

Such a ranking of the teaching-learning practices should be beneficial to those persons who are responsible for the planning of the professional laboratory experiences in early childhood education.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This investigation was concerned with the problem of identifying the basic principles which should serve as a guide for the development of a program of opportunity for professional laboratory experiences for students who are planning careers in early childhood education and the teaching-learning practices which exemplify these principles.

The need for this investigation has been supported by the growing demand for teachers of children under six years of age. Institutions of higher learning have been challenged to provide additional training for otherwise qualified persons to help fill the need until such time as the professional programs in teacher training institutions provide more graduates in early childhood education.

The two general objectives of this investigation were (1) to identify principles which should be basic to a program for students who are planning teaching careers in early childhood education and to describe teaching-learning practices of a professional laboratory nature which exemplified these principles and (2) to ascertain from the collective judgments of competent persons in the field what basic principles of the the ones preiously identified should serve as guides for developing a program of opportunity for experiences of a professional laboratory nature and what teaching-learning practices exemplify these principles.

The investigator, with the help of a group of associates and a

consultant group of fifteen respondents, achieved the first objective. (Chapter II). The second objective was achieved by the combined responses of the jury. (Chapter III).

The design of the investigation was based upon two assumptions, (1) that laboratory experiences constitute an integral part of a program for preparation of teachers and (2) that competent persons in early childhood education are able to pass judgment on what basic principles and teaching-learning practices should be used as guides by those responsible for guiding the program for students who were planning teaching careers in early childhood education.

The reliability and validity of this investigation rests solely upon the judgments of these three groups of respondents, who in no way were selected by the investigator. A group of associates selected the consultant group, who in turn nominated the individual members of the jury who passed judgment upon the nine basic principles and the exemplifying practices.

Important Findings of Fact

1. The nine basic principles were accepted by varying majorities by the jury of respondents.

a. Four principles were accepted by one hundred percent of the respondents. These four principles were related to the guided contacts which students should have with children and their families of varied socio-economic levels and of various ethnic and religious groups and with children of different maturity levels and to the contacts that students need in order to learn good parent-teacher relationships.

b. Three basic principles were accepted by sixty-nine of the seventy

respondents, or by 98.5 percent. These three principles related to the student's guided contacts with children and youth of different mental abilities and to important phases of the teacher's activities in the school.

c. The basic principle, a somewhat debatable one, which dealt with the student's guided contacts with children who may have mild physical disabilities was accepted by sixty-four of the seventy respondents, or by ninety-one percent of the jury group.

d. One basic principle, the one concerned with the guided contacts with children with mild emotional disturbances, also debatable, was accepted by sixty-three of the seventy persons of the jury group, which was ninety percent.

2. Seventeen of the sixty teaching-learning practices of a professional laboratory nature were rated by fifty percent or more of the jury respondents as complete exemplification or as high partial exemplification of a principle. The results would indicate that the majority of the exemplifying practices needed some supplementation.

General Conclusions

Two general conclusions seem to be warranted: (1) A clear-cut consensus exists among competent persons concerning what basic principles should be used as guides for the development of a program of opportunity for experiences of a professional laboratory nature for students who are planning careers in early childhood education. (2) A concensus also exists among these competent persons concerning what practices of a professional laboratory nature exemplify these basic principles.

Weaknesses of the Investigation

This investigation was subject to the weaknesses which any study is

that uses an instrument of inquiry which is sent to the respondents by mail such as (1) lack of common frame of reference of the respondents, (2) the subjectivity of the judgements, and (3) lack of opportunity to check the reliability of the respones through a follow-up interview.

The final checklist was complicated and could not be accurately checked in a short time. Several respondents commented upon the uniqueness of the five-point rating scale; however, they also felt it a difficult task always to check the practice as an exemplification of a principle instead of checking it in the light of how "good" or what "value" they placed upon it without referring to the principle.

Another weakness may bave been the fact that the sample was a select one; however, to achieve the objective of this investigation the sample would need to be a select group of competent persons in early childhood education.

Notwithstanding its weaknesses, the procedure was practicable if one considers the conditions under which this investigation had to be conducted.

Recommendations

1. A handbook based upon the principles and exemplifying practices should be developed for the use of the instructor concerned with the preparation of teachers in early childhood education.

2. Continued study should be made of the exemplifying teaching-learning practices to identify additional ones and to further check some of the ones in this investigation that received low ratings.

3. Institutions offering educational programs for the preparation of teachers in early childhood education should examine their programs and evaluate them to make them more functional by the provision of more teaching learning situations of a professional laboratory nature.

4. Students should help plan and evaluate the exemplifying practices which are provided to motivate them to become effective teachers by increasing their knowledge, understanding, appreciation, and skill in working with young children.

5. Follow-up studies should be made of graduates (young teachers) during their first year of teaching to do two things: (1) to obtain their judgments on other kinds of teaching-learning practices which would have been valuable learning experiences for them while they were in preparation for being a teacher and (2) to re-check the value that they would now place upon the teaching-learning practices that they had opportunity to experience while they were students.

6. The fact that no exemplifying practices for Basic Principle VI, although the principle was accepted, received more than fifty percent of the jury's responses should challenge those responsible for the preparation of teachers in early childhood education to explore other possibilities for teaching-learning practices which may exemplify this basic principle.

In summary, it can be stated that most undergraduate teacher education programs at the present time are limited to a four-year program. It would seem impossible to encompass all the exemplifying practices that have been identified in this investigation in any four-year program. The purpose of identifying these principles and practices was not to design a rigid teacher-education program but to make a program more flexible by pointing out the many and varied experiences which could be planned for students to parallel theory courses as well as the courses designed for teacher preparation.

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APPENDIX A

Dear

The Family Relations and Child Development faculty of Oklahoma State University has designated you as qualified to pass judgment on what basic principles should underlie a program for students who are planning teaching careers in early childhood education (teachers of children two to six years of age) and what teaching-learning situations of a professional laboratory nature exemplify these principles.

The following pages contain a list of seven principles which are believed to be basic in planning a functional laboratory for students in early childhood education. There may be others. Listed under each principle are descriptive statements of teaching-learning situations which may exemplify the principle in operation in an early childhood education program.

I am asking you, as a person who is interested in the improvement of teacher-education in early childhood education, to do two things:

(1) Please read carefully the principles and descriptive statements and react to each one in relation to the instructions preceding the list.

(2) Please nominate ten persons whom you consider best qualified to serve on a jury to pass judgment on the basic principles underlying a program for students who are planning teaching careers in early childhood education and the teaching-learning situation of a professional laboratory nature which may exemplify these principles in operation.

Two assumptions form the bases for a point of reference which you ma use as a guide in evaluating your responses to the checklist. They are:

(1) Professional laboratory is defined as the planned opportunities for experiences which the student will have with children, youth and families (through observation, participation, and preservice teaching) which make a direct contribution to his understanding and guidance of individuals in the teaching-learning process.

(2) Teaching-learning situations are those which are guided, supervised, and evaluated by a staff qualified through preparation and experience to assume such responsibility. Guided in this situation means that the staff pre-plans for the teaching-learning situation in terms of changes in behavior that are expected in the student.

Your contribution is vital to the satisfactory completion of this study, which is being made in the interest of improving teacher educati Your cooperation in replying promptly will be sincerely appreciated.

Please use the envelope that is enclosed for your convenience in returning the checklist. At the completion of this study you will rece a copy of the report if you desire.

Sincerely yours,

Josephine Hoffer, Assistant Profess
Department of Family Relations and
Child Development

INSTRUCTIONS FOR RESPONDING TO THE CHECKLIST

1. Please read carefully each principle, and

   a. Place a check on the line ACCEPT if you believe the principle should be basic to a functional program in early childhood education.

   b. Place a check on the line REJECT if you believe the principle should not be basic to a functional program in early childhood education.

   c. Perhaps you feel other principles should be included in the list. If so, please feel free to add them or to restate any principle which you feel needs clarification.

2. When you have checked ACCEPT or REJECT for the principle, then read carefully each descriptive statement of a laboratory experience, and

   a. Place a check on the line ACCEPT if you believe the descriptive statement will provide evidence that the basic principle preceding it is present in an early childhood education program, or

   b. Place a check on the line REJECT if you believe the descriptive statement will not provide evidence that the principle is present in an early childhood education program, or

   c. If you do not accept the descriptive statement for the principle with which it is identified, indicate the principle with which you believe it should be identified by placing the number of the principle in the space provided after ACCEPT WITH ANOTHER PRINCIPLE including any principle which you may have added.

3. Add any descriptive statements under the basic principles that you believe will describe evidence that the principle is present in a functional program.

4. On the last page of the checklist, please write in the space provided the names and addresses of <u>ten</u> persons whom you consider best qualified to serve on a jury to pass judgment on what basic principles should underlie a program for students who are planning teaching careers in early childhood education and what teaching-learning situations of a laboratory nature exemplify these principles. These persons should have a master's degree or more and be adequately experienced in the preparation of teachers in early childhood education.

SEVEN ORIGINAL PRINCIPLES

Basic Principle I

Professional laboratory experiences should provide guided contact with children and their families that are of differing socio-economic backgrounds.

Basic Principle II

Professional laboratory experiences should provide guided contact with children and youth of differing mental abilities.

Basic Principle III

Professional laboratory experiences should provide guided contact with children and youth of differing maturity levels.

Basic Principle IV

Professional laboratory experiences should provide guided contact in which the student will have opportunity to learn the important phases of the teacher's activities in the school.

Basic Principle V

Professional laboratory experiences should provide guided contact in which the student will have opportunity to learn responsibilities of a teacher in relation to community agencies.

Basic Principle VI

Professional laboratory experiences should provide guided contact in which students will have opportunity to learn the responsibilities and skills which may facilitate good parent-teacher relationships.

Basic Principle VII

Professional laboratory experiences should provide guided contact in which there is opportunity for the student to learn to work with children who may have physical disabilities.

Basic Principle I

ACCEPT REJECT

Professional laboratory experiences should provide guided contact with children and their families that are of differing socio-economic backgrounds. _____ _____

Descriptive statements of teaching-learning situations that exemplify Basic Principle I:

1. Students work with organized groups (scouts, campfire, summer camps) of children in the lower socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE _____

2. Students assist in leading organized groups (scouts, campfire, summer camps) of children in the middle socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

3. Students assist in leading organized groups (scouts, campfire, summer camps) of children in the upper socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

4. Students "baby sit" with children in families of lower socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

5. Students "baby sit" with children in families of middle socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

6. Students "baby sit" with children in families of upper socio-economic levels

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

7. Students accompany a case worker on her visits to "dependent children and their families."

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

8. Students assist in "missions" by assuming responsibility for music, stories, and recreation for underprivileged children

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

9. Students assist a teacher in a school that serves predominantly a minority group, such as Negro, Indian, or Spanish speaking children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

10. Students assist a family in the lower socio-economic level by helping to care for their children over a weekend.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

Basic Principle II

	ACCEPT	REJECT
Professional laboratory experiences should provide guided contact with children and youth of differing mental abilities.	_____	_____

Descriptive statements of teaching-learning situations that exemplify Basic Principle II:

1. Students work with children of average mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

2. Students work with children of superior mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

3. Students work with children of dull mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

4. Students work with groups of children whose mental abilities range from dull to superior.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

Basic Principle III

ACCEPT REJECT

Professional laboratory experiences should provide guided contact with children and youth of differing maturity levels. _____ _____

Descriptive statements of teaching-learning situations that exemplify Basic Principle III:

1. Students assist teachers or mothers in caring for infants (one month to eighteen months) in situations such as bathing, dressing, and feeding.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

2. Students assist teachers and mothers in caring for toddlers (eighteen months to thirty months) in situations such as bathing, dressing, and feeding.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

3. Students assist mothers in caring for children (two and a half years to three and a half years) in the home.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

4. Students spend part of their teaching assignment with toddlers (eighteen months to thirty months).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

5. Students spend part of their teaching assignment with children (two and a half years to three and a half years).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

6. Students spend part of their teaching assignment with children (three and a half years to five years)

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

7. Students spend part of their teaching assignment with kindergarten children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

Basic Principle IV

ACCEPT REJECT

Professional laboratory experiences should provide guided contact in which the student will have opportunity to learn the important phases of the teacher's activities in the school. _____ _____

Descriptive statements of teaching-learning situations that exemplify Basic Principle IV:

1. Students help teacher plan daily program for children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

2. Students help teacher keep children's records of health, attendance, and behavior.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

3. Students help teacher in making orders or requests for educational supplies and equipment.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

4. Students participate in some curriculum planning groups with teachers.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

5. Students contact parents for help in planning a field trip for children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

6. Students share with teacher the responsibility for children during noon meal.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

Basic Principle V

	ACCEPT	REJECT
Professional laboratory experiences should provide guided contact in which the student will have opportunity to learn the responsibilities of a teacher in relation to community agencies.	_____	_____

Descriptive statements of teaching-learning situations that exemplify Basic Principle V:

1. Students have contacts with local health authorities to learn of health services available to children and families.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

Basic Principle VI

ACCEPT REJECT

Professional laboratory experiences should provide guided contact in which students will have opportunity to learn the responsibilities and skills which may facilitate good parent-teacher relationships. _____ _____

Descriptive statements of teaching-learning situations that exemplify Basic Principle VI:

1. Students talk with parents when the child is brought to school.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

2. Students plan with the teacher for the selection of materials for a parents' reading shelf at school.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

3. Students make home visits with the teacher to talk with the parents when studying their child.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

4. Students make home visits alone to talk with the parents when studying their child.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

5. Students help the teacher plan a parent's meeting.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

6. Students participate in parent-teacher meetings.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

7. Students help plan a teacher's conference with a parent.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

8. Students sit in with the teacher and the parents during a conference.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

9. Student helps write progress report on children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

10. Student is present during conference at which a child's progress report is interpreted to a parent.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

Basic Principle VII

	ACCEPT	REJECT
Professional laboratory experiences should provide guided contact in which there is opportunity for the student to learn to work with children who may have physical disabilities.	_____	_____

Descriptive statements of teaching-learning situations that exemplify Basic Principle VII:

1. Students work with children who have been disabled by polio, cerebral palsy, or any disease which may limit their participation in a group.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

2. Students work with children who have defective hearing.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

APPENDIX B

October 30, 1957

The Family Relations and Child Development faculty of Oklahoma State University has designated you as a person qualified to pass judgment on what basic principles should underlie a program for students who are planning teaching careers in early childhood education (teachers of children two to six years) and what teaching-learning situations of a professional laboratory nature exemplify these principles. In all, twenty persons have been selected because of their outstanding work in early childhood education.

When these persons have responded to this first checklist, the investigator will compile these suggestions into a final checklist, which will be sent to the persons named by this first group of twenty persons.

The following pages contain a list of nine principles suggested as basic in planning a functional laboratory for students in early childhood education. There may be others. Listed under each principle are descriptive statements of practices which may exemplify the principle in operation in an early childhood education program.

I am asking you, as a person who is interested in the improvement of teacher-education in early childhood education, <u>to do two things</u>:

(1) Please read carefully the principles and descriptive statements and react to each one in accordance with the instructions preceding the list.

(2) Please nominate <u>ten</u> persons whom you consider best qualified to serve on a jury to pass judgment on the basic principles underlying a program for students who are planning teaching careers in early childhood education and the teaching-learning situations of a professional laboratory nature which may exemplify these principles in operation. These persons will comprise a second jury to pass judgment upon the final checklist.

Two assumptions form the bases for a point of reference which you may use as a guide in evaluating your responses to the checklist. They are:

(1) Professional laboratory is defined as the planned opportunities for experiences which the student will have with children, youth, and families (through observation, participation, and preservice teaching) and which will make a direct contribution to his understanding of the teaching-learning process.

(2) Teaching-learning situations are those which are guided, supervised, and evaluated by a staff qualified through preparation and experience to assume such responsibility. Guided in this situation means that the staff pre-plans for the teaching-learning situation in terms of the changes in behavior that are expected in the student in relation to the attitudes, understandings, and skills that are held as expectations for a teacher.

Your contribution is vital to the satisfactory completion of this study, which is being made in the interest of improving teacher education. Your cooperation in replying promptly will be sincerely appreciated.

Please use the envelope that is enclosed for your convenience in returning the checklist. At the completion of this study you will receive a copy of the report if you desire.

Sincerely yours,

Josephine Hoffer, Assistant Professor
Family Relations and Child Development

INSTRUCTIONS FOR RESPONDING TO THE CHECKLIST

1. Please read carefully each principle, and

   a. Place a check on the line ACCEPT if you believe the principle should be basic to a functional program in early childhood education.

   b. Place a check on the line REJECT if you believe the principle should not be basic to functional program in early childhood education.

   c. Perhaps you feel other principles should be included in the list. If so, please feel free to add them ot to restate any principle which you feel needs clarification.

   d. A detached page of principles is included to facilitate your use of the checklist.

2. After you have checked ACCEPT or REJECT for the principle, then read carefully each descriptive statement of a teaching-learning situation, and

   a. Place a check on the line ACCEPT if you believe the practice described in the statement would provide evidence that the basic principle preceding it is present in an early childhood education program, or

   b. Place a check on the line REJECT if you believe the practice described in the statement would not provide evidence that the basi principle is present in an early childhood education prcgram, or

   c. If you do not accept the practice described in the statement for the principle with which it is identified, indicate the principle with which you believe it should be identified by placing the number of the principle in the space provided after ACCEPT WITH ANOTHER PRINCIPLE, including any principle which you may have added

3. Add any descriptive statements of practices under the basic principles that you believe will describe evidence that the principle is present in a functional program.

4. On the last page of the checklist, please write in the space provided the names and addresses of <u>ten</u> persons whom you consider best qualified to serve on a jury to pass judgment on what basic principles should underlie a program for students who are planning teaching careers in early childhood education and what teaching-learning situations of a laboratory nature exemplify these principles. These persons should have a master's degree or more and be adequately experienced in the preparation of teachers in early childhood education.

NINE BASIC PRINCIPLES

Basic Principle I

Professional laboratory experiences should provide guided contact for the student with children and their families of different socio-economic levels.

Basic Principle II

Professional laboratory experiences should provide guided contact for the student with children and their families of different ethnic and religious groups.

Basic Principle III

Professional laboratory experiences should provide guided contact for the student with children and youth of different mental abilities.

Basic Principle IV

Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.

Basic Principle V

Professional laboratory experiences should provide guided contact for the student with children who may have physical disabilities.

Basic Principle VI

Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.

Basic Principle VII

Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships.

Basic Principle VIII

Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.

Basic Principle IX

Professional laboratory experiences should provide guided contact for the student with leaders in the community agencies in order to learn the responsibilities of a teacher in relation to community agencies.

Basic Principle I

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children and their families of different socio-economic levels. _____ _____

COMMENTS:

Statements of practices that exemplify Basic Principle I:

1. Students have experiences with children of lower socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or settlement houses.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students have experiences with children of middle socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or parent cooperatives.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students have experiences with children of the upper socio-economi levels as observers, as participants, or as teacher assistants in nursery schools, private kindergartens, or boarding schools.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students "baby sit" with children in families of lower socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

5. Students "baby sit" with children in families of middle socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

6. Students "baby sit" with children in families of upper socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

7. Students assist in "missions" by assuming responsibility for music, stories, and recreation.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

8. Students have experiences with groups of children as observers, as participants, or as assistant teachers in nursery schools, kindergartens, day care centers that are composed of more than one socio-economic level.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

9. Students visit in homes with children with a different socio-economic background from that of the student.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle II

	ACCEPT	REJECT
Professional laboratory experiences should provide guided contact for the student with children and their families of different ethnic and religious groups.	_____	_____

COMMENTS:

Statements of practices that exemplify Basic Principle II:

1. Students assist a teacher in a school that serves predominantly a minority group, such as Negro, Indian, or Jewish children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students assist a teacher in a school that serves predominantly Spanish, Italian, Japanese, or a group other than English-speaking children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle III

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children and youth of different mental abilities. _____ _____

COMMENTS:

Statements of practices that exemplify Basic Principle III:

1. Students work with children of average mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students work with children of superior mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students work with children of dull-average mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students work with groups of children whose mental abilities range from dull-average to superior.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

5. Students observe testing, therapy, or other activities with children of low mental ability.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

Basic Principle IV

ACCEPT RE.

Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels. _____ ___

COMMENTS:

Statements of practices that exemplify Basic Principle IV:

1. Students assist teachers or mothers in caring for infants (one month to eighteen months).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students observe teachers or mothers while they are caring for infants (one month to eighteen months).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students assist teachers or mothers in caring for toddlers (eighteen months to thirty months).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students observe toddlers (eighteen months to thirty months) while they are being cared for by teachers or mothers.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

5. Students spend part of their teaching assignment with toddlers (eighteen months to thirty months).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

6. Students assist teachers or mothers in caring for children (two and a half years to three and a half years).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

7. Students observe children (two and a half years to three and a half years) in a nursery school or day care center.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

8. Students spend part of their teaching assignment with children (two and a half years to three and a half years).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

9. Students spend part of their teaching assignment with children (three and a half years to five years).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

10. Students spend part of their teaching assignment with kindergarten children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle V

ACCEPT REJEC

Professional laboratory experiences should provide guided contact for the student to work with children who may have physical disabilities. _____ _____

COMMENTS:

Statements of practices that exemplify Basic Principle V:

1. Students have experiences as observers, as participants, or as teacher assistants with children who have motor handicaps such as those disabled by polio, cerebral palsy, or any disease which may limit their participation in a group.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students have experiences as observers, as participants, or as teacher assistants with children who have defective hearing.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students have experiences as observers, as participants, or as teacher assistants with children who have defective sight.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students have experiences as observers, as participants, or as teacher assistants with children whose physical hindicaps are not obvious but require special cars such as heart difficulty and diabetes.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

5. Students spend part of their teaching assignment in a group where there is one or more handicapped children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle VI

	ACCEPT	REJECT
Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.	_____	_____

COMMENTS:

Statements of practices that exemplify Basic Principle VI:

1. Students observe emotionally disturbed children in a therapeutic setting (play therapy).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students work with a group of children in which some of the children have mild maladjustments (emotional).

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students make visits to a mental institution.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle VII

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships. _____ _____

COMMENTS:

Statements of practices that exemplify Basic Principle VII:

1. Students talk with the parents when the child is brought to school.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students plan with the teacher for the selection of materials for a parents' reading shelf as school.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students make home visits with the teacher to talk with the parents when studying their child.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students make home visits alone to talk with the parents when studying their child.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

5. Students help the teacher plan a parents' meeting.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

6. Students participate in parent-teacher meetings.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

7. Students help the teacher plan for a conference with a parent.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

8. Students are present during a teacher-parents' conference.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

9. Students help write a progress report on the children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

10. Students are present during conference at which a child's progress report is interpreted to a parent.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

11. Students interpret the child's progress report to a parent after conference with the teacher concerning the child's progress report.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle VIII

ACCEPT R

Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school. _____ _

COMMENTS:

Statements of practices that exemplify Basic Principle VIII:

1. Students help the teacher plan a daily program for children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students help the teacher keep the children's records of heal attendance, and behavior.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students help the teacher in making orders or requests for ed tional supplies and equipment.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students participate in some curriculum planning groups with teachers.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

5. Students contact parents for help in planning a field trip fo children.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

6. Students share with the teacher the responsibility for the children during noon meal.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

7. Students assume all the responsibility of teaching a group of children before the completion of their student teaching assignment.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

Basic Principle IX

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation th community agencies. _____ _____

COMMENTS:

Statements of practices that exemplify Basic Principle IX:

1. Students work with organized groups (scouts, campfire, summer camps) of children in the lower socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

2. Students assist in leading organized groups (scouts, campfire, summer camps) of children in the middle socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

3. Students assist in leading organized groups (scouts, campfire, summer camps) of children in the upper socio-economic levels.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

4. Students spend some time working with children in a public library.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

5. Students work with children in religious education programs on Sunday.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS

6. Students work with children in city recreation programs.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

7. Students have contacts with local child guidance, family service programs, or child welfare authorities to learn of their services to children and families.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

8. Students have contacts with leaders of organizations such as Kiwanis or Rotary to learn of services which they sponsor for children and families.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

9. Students visit a juvenile court in session.

ACCEPT_____ REJECT_____ ACCEPT WITH ANOTHER PRINCIPLE_____

COMMENTS:

OTHERS:

PLEASE COMPLETE THE FOLLOWING INFORMATION

NAME. . . . . .

ADDRESS . . . . . .

PROFESSIONAL EDUCATION, Degrees: B.S._____ Major_____

M.A. or M.S._____ Major_____

Ph.D. or Ed.D._____ Major_____

EXPERIENCE, Years Teaching: Preschool_____ Elementary_____

Secondary_____ College_____

Supervision_____ Administration__

PRESENT PROFESSIONAL RESPONSIBILITY:_____

_____

MY RECOMMENDATIONS FOR THE JURY ARE:

1. Name:
   Address:

2. Name:
   Address:

3. Name:
   Address:

4. Name:
   Address:

5. Name:
   Address:

6. Name:
   Address:

7. Name:
   Address:

8. Name:
   Address:

9. Name:
   Address:

10. Name:
    Address:

_____ I should like to receive a summary of the study.

NAMES OF THE CONSULTANT GROUP

Millie Almy
Columbia Teachers College
New York, New York

Evelyn Beyer
Sarah Lawrence College
Bronxville, New York

Evangeline Burgess
Pacific Oaks Friends School
Pasadena, California

Helen Dawes
University of Wisconsin
Madison, Wisconsin

Abigale Eliot
Brooks School
Concord, Massachusetts

Sarah Lou Hammond
Florida State University
Tallahassee, Florida

Helen Heffernan
State Department of Education
Sacramento, California

Catherine Landreth
University of California
Berkeley, California

Lea Cowles Masters
University of Alabama
Tuscaloosa, Alabama

Eveline Omwake
Yale University
New Haven, Connecticut

Keith Osborn
Merrill-Palmer School
Detroit, Michigan

Katherine Read
Oregon State College
Corvallis, Oregon

Theodora Reeve
State Department of Education
Albany, New York

Judith Schoelkopf
Harvard University
Cambridge, Massachusetts

Opal Wolford
Berea College
Berea, Kentucky

APPENDIX C

TABLE XVI

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE I BY CONSULTANT GROUP

Basic Principle I Professional laboratory experiences should provide guided contact for the student with children and their families of different socio-economic levels.	No.	ACCEPT 15	REJECT 0
Statements of practices that exemplify Basic Principle I	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students have experiences with children of lower socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or settlement houses.	15	0	0
2. Students have experiences with children of middle socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or parent cooperatives.	14	1	0
3. Students have experiences with children of upper socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, private kindergartens, or boarding schools.	14	0	1
4. Students "baby sit" with children in families of lower socio-economic levels.	4	10	1
5. Students "baby sit" with children in families of middle socio-economic levels.	7	7	1
6. Students "baby sit" with children in families of upper socio-economic levels.	6	8	1
7. Students assist in "missions" by assuming responsibility for music, stories, and recreation.	8	6	1

TABLE XVI (continued)

	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
8. Students have experiences with groups of children as observers, as participants, or as assistant teachers in nursery schools, kindergartens, or day care centers which are composed of more than one socio-economic level.	13	1	1
9. Students visit in homes with children with a different socio-economic background from that of the student.	11	3	0

TABLE XVII

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE II BY CONSULTANT GROUP

Basic Principle II		ACCEPT	REJECT
Professional laboratory experiences should provide guided contact for the student with children and their families of different ethnic and religious groups.	No.	15	0

Statements of practices that exemplify Basic Principle II	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students assist a teacher in a school that serves predominantly a minority group, such as Negro, Indian, or Jewish children.	12	3	0
2. Students assist a teacher in a school that serves predominantly Spanish, Italian, Japanese, or a group other than English-speaking children.	9	6	0

TABLE XVIII

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE III BY CONSULTANT GROUP

Basic Principle III Professional laboratory experiences should provide guided contact for the student with children and youth of different mental abilities.	No.	ACCEPT 14	REJECT 1
Statements of practices that exemplify Basic Principle III.	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students work with children of average mental ability.	11	3	1
2. Students work with children of superior mental ability.	11	3	1
3. Students work with children of dull-average mental ability.	11	4	0
4. Students work with groups of children whose mental abilities range from dull-average to superior.	12	3	0
5. Students observe testing, therapy, or other activities with children of low mental activity.	12	3	0

TABLE XIX

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE IV BY CONSULTANT GROUP

Basic Principle IV Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.	No.	ACCEPT 15	REJECT 0
Statements of practices that exemplify Basic Principle IV.	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students assist teachers in caring for infants. (1 month to 18 months)	11	4	0
2. Students observe teachers of mothers while they are caring for infants. (1 month to 18 months)	12	3	0
3. Students assist teachers or mothers in caring for toddlers. (18 months to 30 months)	12	3	0
4. Students observe toddlers (18 months to 30 months) while they are being cared for by teachers or mothers.	13	2	0
5. Students spend part of their teaching assignment with toddlers. (18 months to 30 months)	8	7	0
6. Students assist teachers or mothers in caring for children. ($2\frac{1}{2}$ years to $3\frac{1}{2}$ years)	13	2	0
7. Students observe children ($2\frac{1}{2}$ years to $3\frac{1}{2}$ years) in a nursery school or day care center.	15	0	0
8. Students spend part of their teaching assignment with children. ($2\frac{1}{2}$ years to $3\frac{1}{2}$ years)	15	0	0
9. Students spend part of their teaching assignment with children. ($3\frac{1}{2}$ years to 5 years)	15	0	0
10. Students spend part of their teaching assignment with kindergarten age children.	15	0	0

TABLE XX

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE V BY CONSULTANT GROUP

Basic Principle V Professional laboratory experiences should provide guided contact for the student to work with children who may have physical disabilities.		ACCEPT	REJECT
	No.	14	1

Statements of practices that exemplify Basic Principle V	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students have experiences as observers, as participants, or as teacher assistants with children who have motor handicaps such as those disabled by polio, cerebral palsy, or any disease which may limit their participation in a group.	14	1	0
2. Students have experiences as observers or as teacher assistants with children who have defective hearing.	13	2	0
3. Students have experiences as observers, as participants, or as teacher assistants with children who have defective eyesight.	13	2	0
4. Students have experiences as observers, as participants, or as teacher assistants with children whose physical handicaps are not obvious but require special care such as heart difficulty and diabetes.	11	4	0
5. Students spend part of their teaching assignment in a group where there is one or more handicapped children.	13	2	0

TABLE XXI

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE VI BY CONSULTANT GROUP

Basic Principle VI Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.		ACCEPT No. 14	REJECT 1
Statements of practices that exemplify Basic Principle VI.	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students observe emotionally disturbed children in a therapeutic setting (play therapy).	12	3	0
2. Students work with a group of children in which some of the children have mild maladjustments (emotional).	9	6	0
3. Students make visits to a mental institution.	10	5	0

TABLE XXII

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE VII BY CONSULTANT GROUP

Basic Principle VII Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships.	ACCEPT No. 15	REJECT 0	
Statements of practices that exemplify Basic Principle VII.	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students talk with parents when child is brought to school	14	1	0
2. Students plan with the teacher for the selection of materials for a parents' reading shelf at school.	15	0	0
3. Students make home visits with the teacher to talk with parents when studying their child.	12	3	0
4. Students make home visits alone to talk with parents when studying their child.	9	6	0
5. Students help the teacher plan a parent's meeting.	15	0	0
6. Students participate in parent-teacher meetings.	14	1	0
7. Students help the teacher plan for conference with a parent.	15	0	0
8. Student is present during a teacher and parent's conference.	12	3	0
9. Student helps write a progress report on children.	15	0	0
10. Student is present during conference at which a child's progress is interpreted to a parent.	11	4	0
11. Student interprets child's progress report to parent after conference with teacher concerning the same child's progress report.	4	8	0

TABLE XXIII

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE VIII BY CONSULTANT GROUP

Basic Principle VIII Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.		ACCEPT	REJECT
	No.	15	0

Statements of practices that exemplify Basic Principle VIII.	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students help the teacher plan a daily program for children.	15	0	0
2. Students help the teacher keep children's records of health, attendance and behavior.	15	0	0
3. Students help the teacher in making orders or requests for educational supplies and equipment.	15	0	0
4. Students participate in some curriculum planning groups with teachers.	15	0	0
5. Students contact parents for help in planning a field trip for children.	14	1	0
6. Students share with the teacher the responsibility for children during noon meal.	15	0	0
7. Students assume all the responsibilities of teaching a group of children before the completion of their student teaching assignment.	15	0	0

TABLE XXIV

NUMBER OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE IX BY CONSULTANT GROUPS

Basic Principle IX Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation to community agencies.		ACCEPT	REJECT
	No.	15	0

Statements of practices that exemplify Basic Principle IX.	ACCEPT	REJECT	ACCEPT WITH ANOTHER PRINCIPLE
1. Students work with organized groups (scouts, campfire, summer camps) of children in the lower socio-economic levels.	13	2	0
2. Students assist in leading organized groups (scouts, campfire, summer camps) of children in the middle socio-economic levels.	13	2	0
3. Students assist in leading organized groups (scouts, campfire, summer camps) of children in the upper socio-economic levels.	13	2	0
4. Students spend some time working with children in a public library.	13	1	1
5. Students work with children in religious education programs on Sunday.	11	3	1
6. Students work with children in city recreation programs.	14	0	1
7. Students have contacts with local child guidance, family service programs, or child welfare authorities to learn of their services to children and families.	15	0	0
8. Students have contacts with leaders of organizations such as Kiwanis or Rotary to learn of services which they sponsor for children and families.	13	2	0
9. Students visit a juvenile court in session.	13	2	0

APPENDIX D

January 29, 1958

This is the second inquiry in an investigation that I am making in early childhood education. The first was sent to a nationwide group of twenty persons selected by the faculty of the Department of Family Relations and Child Development of Oklahoma State University. You have been designated by this first group as qualified to pass judgment on what basic principles should underlie a program for students who are planning teaching careers in early childhood education (teachers of children two to six years) and on what practices of a professional laboratory nature exemplify these principles.

The following pages contain a list of the nine principles agreed upon by the first group as basic in planning professional laboratory experiences for undergraduate students in early childhood education. Listed under each principle are descriptive statements of teaching-learning practices which may exemplify the principle in operation.

The following definitions will help form the bases for a point of reference which you may use as a guide in responding to the checklist.

1. Professional laboratory is defined as the planned opportunities for the experiences which the student may have with children, youth, and families (through observation, participation, and pre-service teaching) which may make a direct contribution to his understanding of the teaching-learning process.

2. Teaching-learning practices are those which are guided, supervised, and evaluated by a staff qualified through preparation and experiences to assume such responsibility.

3. Guided means that the staff pre-plans for the teaching-learning practice in terms of the changes in behavior that are expected in the student in relation to the attitudes, appreciations, understandings, and skills that are held as expectations for a teacher.

Your contribution is vital to the satisfactory completion of this study, which is being made in the interest of improving the preparation of teachers in early childhood education. Your cooperation in replying promptly will be sincerely appreciated.

Please complete the information sheet concerning your academic preparation and your educational experiences.

Sincerely yours,

Josephine Hoffer, Assistant Professor
Family Relations and Child Development

PLEASE COMPLETE THE FOLLOWING INFORMATION

NAME. . . . . .

ADDRESS . . . . . .

. . . . . .

PROFESSIONAL EDUCATION, Degrees:

B.A. or B.S._____ Major_____

M.A. or M.S._____ Major_____

Ph.D. or Ed.D._____ Major_____

EXPERIENCE, Years Teaching:

Preschool_____ Elementary_____

Secondary_____ College_____

Supervision_____ Administration_____

PRESENT PROFESSIONAL RESPONSIBILITY_____

_____

_____ I should like to receive a summary of this study.

INSTRUCTIONS FOR RESPONDING TO THE CHECKLIST

1. PLEASE READ EACH PRINCIPLE, AND

   a. Place a check on the line ACCEPT if you believe the principle should be basic to a professional laboratory program in early childhood education.

   b. If you believe the principle shoud not be basic to such a program, place a check on the line REJECT.

2. If you have checked ACCEPT for the principle, then read the descriptive statements of practices which may be exemplifications of the principle and rate them on the scale which follows the statements of practice. Each practice should be checked according to the following frame of reference on the scale which is provided on each page.

   a. COMPLETELY EXEMPLIFIES means that the practice in every way exemplifies the principle preceding it and needs no supplementation from other practices stated under the same principle.

   b. PARTIALLY EXEMPLIFIES means that the practice requires supplementation by other practices exemplifying the same principle to meet the requirements of the principle and may be checked HIGH, MODERATE, or LOW.

      Place a check by HIGH if you feel that the practice exemplifies the principle to such a degree that it should be provided in all teacher-education programs but should have minimum supplementation by other practices exemplifying the same principle.

      Place a check by MODERATE if you feel that the practice exemplifies the principle but should have moderate supplementation by other practices exemplifying the same principle.

      Place a check by LOW if you feel that the practice is a weak exemplification of the principle and should have maximum supplementation. This practice should be included in a program only when practices rated above it are exhausted or are not available.

   c. DOES NOT EXEMPLIFY means that you feel the practice in no way exemplifies the principle and should not be included in a teacher education program.

Note: You are not to rank the practices. You are asked only to rate them, since it is possible that all practices listed under any one principle may receive the same rating. As you rate a practice, do not be concerned with the amount of time available in a student's program to permit the experience. Do be concerned with the value you place upon the practice in relation to the understanding the student will gain of her role as a teacher of children whose ages range from two to six years.

BASIC PRINCIPLE I

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children and their families of varied socio-economic levels.

_____ _____

Statements of practices that exemplify Basic Principle I:

1. Students have experiences with children of lower socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or settlement houses.

2. Students have experiences with children of middle socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or parent co-operatives.

3. Students have experiences with children of the upper socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, private kindergartens, or boarding schools.

4. Students have experiences with groups of children as observers, as participants or as assistant teachers in nursery schools, kindergartens, day care centers which are composed of more than one socio-economic level.

5. Students visit in homes with children with a different socio-economic background from that of the student.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE I

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					

BASIC PRINCIPLE II

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children and their families of various ethnic and religious groups.

_____ _____

Statements of practices that exemplify Basic Principle II:

1. Students assist or observe a teacher in a school that serves predominantly a minority group, such as Negro, Indian, or Jewish children.

2. Students assist or observe a teacher in a school that is representative of the various ethnic and religious groups.

3. Students have experiences in campus life with students who are members of other ethnic and religious groups.

4. Students have experiences in community groups that are representative of the various ethnic and religious groups.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE II

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					

BASIC PRINCIPLE III

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children and youth of different mental abilities.

_____ _____

Statements of practices that exemplify Basic Principle III:

1. Students observe children of average mental ability.
2. Students observe children of superior mental ability.
3. Students observe children of dull-average mental ability.
4. Students observe groups of children whose mental abilities range from dull-average to superior.
5. Students observe testing, therapy, or other activities of children whose mental abilities range from dull-average to superior.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE III

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					

BASIC PRINCIPLE IV

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.

_____ _____

Statements of practices that exemplify Basic Principle IV

1. Students assist teachers or mothers in caring for infants (one month to eighteen months).

2. Students observe teachers or mothers while they are caring for infants (one month to eighteen months).

3. Students assist teachers or mothers in caring for toddlers (eighteen months to thirty months).

4. Students observe toddlers (eighteen months to thirty months) while they are being cared for by teachers or mothers.

5. Students assist teachers or mothers in caring for children (two and a half years to three and a half years).

6. Students observe children (two and a half years to three and a half years) in a nursery school or day care center.

7. Students spend part of their teaching assignment with children (two and a half years to three and a half years).

(continued on next page)

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE IV

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					
6					
7					

Basic Principle IV (continued)

8. Students spend part of their teaching assignment with children (three and a half years to five years).

9. Students spend part of their teaching assignment with kindergarten age children.

10. Students spend all of their teaching assignment with one age level between the ages three to six years of age.

11. Students spend part of their teaching assignment with children in the primary grade.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE IV

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
8					
9					
10					
11					

BASIC PRINCIPLE V

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student to observe or assist in groups where children may have mild physical disabilities.

_____ _____

Statements of practices that exemplify Basic Principle V:

1. Students have experiences as observers, as participants, or as teacher assistants with children who have motor handicaps such as those disabled by polio, cerebral palsy, or any disease which may limit their participation in a group.

2. Students have experiences as observers, as participants, or as teacher assistants with children who have defective hearing.

3. Students have experiences as observers, as participants, or as teacher assistants with children who have defective sight.

4. Students have experiences as observers, as participants or as teacher assistants with children whose physical handicaps are not obvious but require special care such as heart difficulty and diabetes.

5. Students spend part of their teaching assignment in a group where there is one or more physically handicapped children.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE V

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					

BASIC PRINCIPLE VI

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances. _____ _____

Statements of practices that exemplify Basic Principle VI.

1. Students observe emotionally disturbed children in a therapeutic setting.

2. Students make visits to a mental institution for children.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE VI

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					

BASIC PRINCIPLE VII

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships. _____ _____

Statements of practices that exemplify Basic Principle VII:

1. Students talk with parents when child is brought to school.
2. Students plan with the teacher for the selection of materials for a parents' reading shelf at school.
3. Students make home visits with the teacher to talk with parents when studying their child.
4. Students help the teacher plan a parents' meeting.
5. Students attend parent-teacher meetings.
6. Students help the teacher plan for a conference with a parent.
7. Student is present during a teacher-parent conference when the parent accepts this arrangement.

(continued on next page)

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE VII

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					
6					
7					

Basic Principle VII (continued)

8. Students help write a progress report on children.

9. Student is present during a conference at which a child's progress report is interpreted to a parent when the parent accepts this arrangement.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE VII

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
8					
9					

BASIC PRINCIPLE VIII

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.

_____ _____

Statements of practices that exemplify Basic Principle VIII.

1. Students help the teacher plan a daily program for children.

2. Students help the teacher keep children's records of health, attendance and behavior.

3. Students help the teacher in making orders or requests for educational supplies and equipment.

4. Students participate in some curriculum planning groups with teachers.

5. Students contact parents for help in planning a field trip for children.

6. Students share with the teacher the responsibility for children during noon meal.

(continued on next page)

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE VIII

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					
6					

Basic Principle VIII (continued)

7. Students assume most of the responsibilities of teaching a group of children under the supervision of the teacher before the completion of their student teaching assignment.

8. Students attend professional meetings with teachers and belong to professional organizations as student members.

9. Students plan ways of interpreting children's growth and the school's role in the community.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE VIII

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
7					
8					
9					

BASIC PRINCIPLE IX

ACCEPT REJECT

Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation to community agencies.

_____ _____

Statements of practices that exemplify Basic Principle IX.

1. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the lower socio-economic levels.
2. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the middle socio-economic levels.
3. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the upper socio-economic levels.
4. Students spend some time working with children in a public library.
5. Students observe children in religious education programs on Sunday.
6. Students observe or assist children in city recreation programs.
7. Students have contact with local child guidance, family service programs, or child welfare authorities to learn of their services to children and families as well as to learn appropriate procedure for referrals.

(continued on next page)

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE IX

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
1					
2					
3					
4					
5					
6					
7					

Basic Principle IX (continued)

8. Students have contacts with leaders of organizations such as Kiwanis or Rotary to learn of services which they sponsor for children and families.

9. Students visit a juvenile court in session.

10. Students have some direct experience as a volunteer in a community agency.

DEGREE PRACTICE EXEMPLIFIES BASIC PRINCIPLE IX

PRACTICES	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			DOES NOT EXEMPLIFY
		High	Moderate	Low	
8					
9					
10					

March 21, 19

Sometime early in February I sent you a checklist and asked you to pass judgment on what basic principles should underlie a program for students who are planning teaching careers in early childhood education (teachers of children two to six).

Atthe present time I have not received your response to the materials I sent to you. It is important that I get your return, along with others who were nominated to this nation-wide group as being qualified and interested in this area of education. If you have returned your material, I wish to thank you for doing so, but if you have not, will you please do so by April 10th?

I have received with the returned material many personal letters indicating the belief that this investigation is important and vital in this field and with a request for a summary of the study.

Thank you very much for your cooperation and your help.

Sincerely yours,

Josephine Hoffer, Assistant Profe
Family Relations and Child Develo

APPENDIX E

THE JURY RESPONDENTS

1. Dr. Millie Almy
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2. Miss Evelyn Beyer
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11. Miss Martha H. Chandler
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16. Miss Elizabeth Doak
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20. Miss Flo Gould
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21. Miss Dorothy Haupt
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22. Dr. Dorothy T. Hayes
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27. Miss Amy Hostler
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28. Dr. Eugenia Hunter
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29. Dr. James L. Hymes
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30. Miss Ruth Jefferson
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31. Dr. Mary Elizabeth Keister
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65. Miss Emily C. Williams
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66. Dr. Ralph Witherspoon
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67. Dr. Opal Powell Wolford
Director of Nursery School
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68. Mrs. Helen Cowan Wood
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State Department of Education
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69. Miss Myra Woodruff
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70. Dr. Elizabeth L. Woods
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APPENDIX F

TABLE XXV

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE I AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE I AS REPORTED BY THE JURY

Basic Principle I

Professional laboratory experiences should provide guided contact for the student with children, and their families, of varied socio-economic levels.

	ACCEPT	REJECT
No.	70	0
%	100	0

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE I	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students have experiences with children of lower socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or settlement houses.	5	9	41	12	67	3	70	96	4
2. Students have experiences with children of middle socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or parent cooperatives.	5	9	40	13	67	3	70	96	4
3. Students have experiences with children of the upper socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, private kindergartens, or boarding schools.	3	7	41	16	67	3	70	96	4
4. Students have experiences with groups of children as observers, as participants, or as assistant teachers in nursery schools, kindergartens, day care centers which are composed of more than one socio-economic level.	20	44	6	0	70	0	70	100	0
5. Students visit in homes with children with a different socio-economic background than that of the student.	5	20	26	17	68	2	70	97	3

TABLE XXVI

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE II AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE II AS REPORTED BY THE JURY

Basic Principle II		ACCEPT	REJECT
Professional laboratory experiences should provide guided contact for the student with children, and their families, of various ethnic and religious groups.	No.	70	0
	%	100	0

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE II	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students assist or observe a teacher in a school that serves predominantly a minority group, such as Negro, Indian, or Jewish children.	2	4	33	26	65	5	70	93	7
2. Students assist or observe a teacher in a school that is representative of the various ethnic and religious groups.	19	43	7	1	70	0	70	100	0
3. Students have experiences in campus life with students who are members of other ethnic and religious groups.	11	21	23	13	68	2	70	97	3
4. Students have experiences in community groups that are representative of the various ethnic and religious groups.	8	23	29	9	69	1	70	99	1

TABLE XXVII

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE III AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE III AS REPORTED BY THE JURY

Basic Principle III

Professional laboratory experiences should provide guided contact for the student with children and youth with different mental abilities.

	ACCEPT	REJECT
No.	69	1
%.	98.5	1.5

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE III	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students observe children of average mental ability.	4	6	39	16	65	4	69	93	7
2. Students observe children of superior mental ability.	4	3	36	23	66	3	69	96	4
3. Students observe children of dull-average mental ability.	3	3	35	25	66	3	69	96	4
4. Students observe groups of children whose mental acilities range from dull-average to superior.	20	34	13	1	68	1	69	99	1
5. Students observe testing, therapy or other activities of children whose mental abilities range from dull-average to superior.	7	26	28	0	61	8	68	89	11

TABLE XXVIII

NUMBER AND PERCENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE IV AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE IV AS REPORTED BY THE JURY

Basic Principle IV		ACCEPT	REJECT
Professional laboratory experiences should provide guided contact for the student with children and youth of different maturity levels.	No.	70	0
	%	100	0

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IV	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
		HIGH	MODERATE	LOW					
1. Students assist teacher or mothers in caring for infants. (1 month to 18 months)	4	12	31	20	67	3	70	96	4
2. Students observe teachers or mothers while they are caring for infants. (1 month to 18 months)	0	9	25	31	66	4	70	94	6
3. Students assist teachers or mothers in caring for toddlers. (18 months to 30 months)	5	15	39	11	70	0	70	100	0
4. Students observe toddlers (18 months to 30 months) while they are being cared for by teachers or mothers.	1	9	30	28	68	2	70	97	3
5. Students assist teachers or mothers in caring for children. ($2\frac{1}{2}$ years to $3\frac{1}{2}$ years)	7	25	35	3	70	0	70	100	0

TABLE XXVIII (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IV (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
		HIGH	MODERATE	LOW					
6. Students observe children (2½ years to 3½ years) in a nursery school or day care center.	3	17	26	22	68	2	70	97	3
7. Students spend part of their teaching assignment with children. (2½ years to 3½ years)	9	40	19	2	70	0	70	100	0
8. Students spend part of their teaching assignment with children. 3½ years to 5 years)	10	43	16	1	70	0	70	99	1
9. Students spend part of their teaching assignment with kindergarten age children.	8	36	20	5	69	1	70	99	1
10. Students spend all of their teaching assignment with one age level between the ages of three to six years of age.	2	2	6	25	35	35	70	50	50
11. Students spend part of their teaching assignment with children in the primary grade.	4	25	22	15	66	4	70	94	6

TABLE XXIX

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE V AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE V AS REPORTED BY THE JURY

Basic Principle V

Professional laboratory experiences should provide guided contact for the student to observe or assist groups where children may have mild physical disabilities.

	ACCEPT	REJECT
No.	64	6
%.	91	9

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE V	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students have experiences as observers, as participants or as teacher assistants with children who have motor handicaps such as those disabled by polio, cerebral palsy, or any disease which may limit their participation in a group.	12	17	27	7	63	1	64	98	2
2. Students have experiences as observers, as participants or as teacher assistants with children who have defective hearing.	2	9	36	16	63	1	64	98	2
3. Students have experiences as observers, as participants or as teacher assistants with children who have defective eyesight.	2	9	36	16	63	1	64	98	2
4. Students have experiences as observers, as participants or as teacher assistants with children whose physical handicaps are not obvious, but require special care such as heart difficulty, and diabetes.	2	6	39	14	61	3	64	95	5
5. Students spend part of their teaching assignment in a group where there is one or more physically handicapped children.	11	31	15	7	64	0	64	100	0

TABLE XXX

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE VI AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE VI AS REPORTED BY THE JURY

Basic Principle VI		ACCEPT	REJECT
Professional laboratory experiences should provide guided contact for the student with children with mild emotional disturbances.	No.	63	7
	%.	90	10

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VI	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students observe emotionally disturbed children in a therapeutic setting.	4	21	21	13	59	4	63	94	6
2. Students make visits to a mental institution for children.	0	7	13	21	41	22	63	65	35

TABLE XXXI

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE VII AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE VII AS REPORTED BY THE JURY

Basic Principle VII

Professional laboratory experiences should provide guided contact for the student with parents and teachers in order to learn the responsibilities and skills which may facilitate good parent-teacher relationships.

	ACCEPT	REJECT
No.	70	0
%.	100	0

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VII	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students talk with parents when child is brought to school.	1	14	33	20	69	1	70	99	1
2. Students plan with the teacher for the selection of materials for a parent's reading shelf at school.	3	15	30	20	69	1	70	99	1
3. Students make home visits with the teacher to talk with parents when studying their child.	1	34	28	3	67	3	70	96	4
4. Students help the teacher plan a parent's meeting.	7	25	31	6	70	0	70	100	0
5. Students attend parent-teacher meetings.	9	24	30	6	70	0	70	100	0

TABLE XXX (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VII (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
6. Students help the teacher plan for a conference with a parent.	6	28	32	2	69	1	70	99	1
7. Student is present during a teacher-parent's conference when the parent accepts this arrangement.	5	33	27	0	66	4	70	94	6
8. Student helps write a progress report on children.	8	32	26	2	69	1	70	99	1
9. Student is present during a conference at which a child's progress report is interpreted to a parent when the parent accepts this arrangement.	6	36	22	2	67	3	70	96	4

TABLE XXXII

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE VIII AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE VIII AS REPORTED BY THE JURY

Basic Principle VIII

Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VIII	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
		HIGH	MODERATE	LOW					
1. Students help the teacher plan a daily program for children.	9	33	25	2	69	0	69	100	0
2. Students help the teacher keep children's records of health, attendance and behavior.	6	24	31	7	68	1	69	99	1
3. Students help the teacher in making orders or requests for educational supplies and equipment.	4	18	36	10	68	1	69	99	1
4. Students participate in some curriculum planning groups with teachers.	7	37	22	3	69	0	69	100	0
5. Students contact parents for help in planning a field trip for children.	3	20	27	17	67	2	69	97	3

TABLE XXXII (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VIII (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
		HIGH	MODERATE	LOW					
6. Students share with the teacher the responsibility for children during the noon meal.	7	25	35	2	69	0	69	100	0
7. Students assume most of the responsibilities of teaching a group of children under the supervision of the teacher before the completion of their student teaching assignment.	19	38	11	1	69	0	69	100	0
8. Students attend professional meetings with teachers. (Belong when possible as student members)	6	32	28	2	68	1	69	99	1
9. Students plan ways of interpreting children's growth and the school's role in the community.	4	31	29	4	68	1	69	99	1

TABLE XXXIII

NUMBER AND PER CENT OF ACCEPT AND REJECT RESPONSES TO PRINCIPLE IX AND THE DEGREE THAT PRACTICES EXEMPLIFIED PRINCIPLE IX AS REPORTED BY THE JURY

Basic Principle IX

Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation to community agencies.

	ACCEPT	REJECT
No.	69	1
%.	98.5	1.5

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IX	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES HIGH	PARTIALLY EXEMPLIFIES MODERATE	PARTIALLY EXEMPLIFIES LOW	TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
1. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the lower socio-economic levels.	2	12	37	13	64	5	69	93	7
2. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the middle socio-economic levels.	1	12	36	15	64	5	69	93	7
3. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the upper socio-economic levels.	1	9	38	16	64	5	69	93	7
4. Students spend some time working with children in a public library.	2	11	22	29	64	5	69	93	7
5. Students observe children in religious education programs on Sunday.	1	6	22	34	63	6	96	91	9

TABLE XXXIII (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IX (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY EXEMPLIFIES			TOTAL EXEMPLIFY RESPONSES	DOES NOT EXEMPLIFY	TOTAL RESPONSES	% ACCEPT	% REJECT
		HIGH	MODERATE	LOW					
6. Students observe or assist children in city recreation programs.	3	16	33	14	66	3	69	96	4
7. Students have contact with local child guidance, family service programs, or child welfare authorities to learn of their services to children and families as well as to learn appropriate procedure for referrals.	10	37	21	1	69	0	69	100	0
8. Students have contacts with leaders of organizations such as: Kiwanis, Rotary, to learn of services which they sponsor for children and their families.	1	7	34	21	63	6	69	91	9
9. Students visit a juvenile court in session.	3	6	36	22	67	2	69	97	3
10. Students have some direct experience as a volunteer in a community agency.	5	32	28	3	68	1	69	99	1

TABLE XXXIV

RESPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE I AS REPORTED BY JURY RESPONDENTS

Basic Principle I

Professional laboratory experiences should provide guided contact for the student with children, and their families, of varied socio-economic levels.

	ACCEPT	REJECT
No.	70	0
%.	100	0

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE I	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
1. Students have experiences with children of lower socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or settlement houses.	5	9	14	21	41	12	53	79	67	3.5
2. Students have experiences with children of middle socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, kindergartens, day care centers, or parent cooperatives.	5	9	14	21	40	13	53	79	67	3.5
3. Students have experiences with children of the upper socio-economic levels as observers, as participants, or as teacher assistants in nursery schools, private kindergartens, or boarding schools.	3	7	10	15	41	16	57	85	67	5
4. Students have experiences with groups of children as observers, as participants, or as assistant teachers in nursery schools, kindergartens, day care centers which are composed of more than one socio-economic level.	20	44	64	91	6	0	6	9	70	1
5. Students visit in homes with children with a different socio-economic background than that of the student.	5	20	25	37	26	17	43	63	68	2

TABLE XXXV

RESPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE II AS REPORTED BY JURY RESPONDENTS

Basic Principle II

Professional laboratory experiences should provide guided contact for the student with children, and their families, of various ethnic and religious groups.

		ACCEPT	REJECT
	No.	70	0
	%	100	0

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE II	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
1. Students assist or observe a teacher in a school that serves predominantly a minority group, such as Negro, Indian, or Jewish children.	2	4	6	10	33	26	59	90	65	4
2. Students assist or observe a teacher in a school that is representative of the various ethnic and religious groups.	19	43	62	89	7	1	8	11	70	1
3. Students have experiences in campus life with students who are members of other ethnic and religious groups.	11	21	32	47	23	13	36	53	68	2
4. Students have experiences in community groups that are representative of the various ethnic and religious groups.	8	23	31	46	29	9	38	55	69	3

TABLE XXXV1

SPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE III AS REPORTED BY JURY RESPONDENTS

sic Principle III

Professional laboratory experiences should provide guided ntact for the student with children and youth of different ntal abilities.

		ACCEPT	REJECT
	No.	69	1
	%.	98.5	1.5

EMENTS OF PRACTICES THAT EXEMPLIFY C PRINCIPLE III	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
tudents observe children of average ental ability.	4	6	10	15	39	16	55	85	65	3
tudents observe children of superior ental ability.	4	3	7	11	36	23	59	89	66	4
tudents observe children of dull-verage mental ability.	3	3	6	6	35	25	60	94	66	5
tudents observe groups of children whose mental abilities range from ull-average to superior.	20	34	54	80	13	1	14	20	68	1
tudents observe testing, therapy or other activities of children whose mental abilities range from dull-average to superior.	7	26	33	55	28	0	28	45	61	2

TABLE XXXVII

ESPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE IV AS REPORTED BY JURY RESPONDENTS

		ACCEPT	REJECT
asic Principle IV	No.	70	0
Professional laboratory experiences should provide guided ontact for the student with children and youth of different aturity levels.	%.	100	0

EMENTS OF PRACTICES THAT EXEMPLIFY C PRINCIPLE IV	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
tudents assist teachers or mothers in caring for infants. (1 month to 18 months)	4	12	16	25	31	19	50	75	67	8
tudents observe teachers or mothers hile they are caring for infants. 1 month to 18 months)	0	9	9	15	25	31	56	85	66	10
tudents assist teachers or mothers in caring for toddlers. (18 months to 30 months)	5	15	20	30	39	10	49	70	70	6.5
tudents observe toddlers (18 months to 30 months) while they are being cared for by teachers or mothers.	1	9	10	16	29	28	57	84	68	9
tudents assist teachers or mothers in caring for children. (2½ years to 3½ years)	7	24	31	46	35	3	38	54	70	4

TABLE XXXVII (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IV (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
6. Students observe children (2½ years to 3½ years) in a nursery school or day care center.	3	16	19	30	26	22	48	70	68	6.5
7. Students spend part of their teaching assignment with children. (2½ years to 3½ years)	9	40	49	70	19	2	21	30	70	2
8. Students spend part of their teaching assignment with children. (3½ years to 5 years)	9	44	53	76	16	1	17	24	70	1
9. Students spend part of their teaching assignment with kindergarten age children.	8	39	47	64	20	2	22	36	69	3
10. Students spend all of their teaching assignment with one age level between the ages of three to six years of age.	2	2	4	12	6	25	31	88	35	11
11. Students spend part of their teaching assignment with children in the primary grade.	4	25	29	45	22	14	36	55	66	5

TABLE XXXVIII

RESPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE V AS REPORTED BY JURY RESPONDENTS

Basic Principle V

Professional laboratory experiences should provide guided contact for the student to observe or assist in groups where children may have mild physical disabilities.

	ACCEPT	REJECT
No.	64	6
%.	91	9

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE V	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
1. Students have experiences as observers, as participants or as teacher assistants with children who have motor handicaps such as those disabled by polio, cerebral palsy, or any disease which may limit their participation in a group.	12	17	29	46	27	7	34	54	63	2
2. Students have experiences as observers, as participants or as teacher assistants with children who have defective hearing.	2	9	11	18	36	16	52	82	63	3.5
3. Students have experiences as observers, as participants or as teacher assistants with children who have defective eyesight.	2	9	11	18	36	16	52	82	63	3.5
4. Students have experiences as observers, as participants or as teacher assistants with children whose physical handicaps are not obvious, but require special care such as heart difficulty, and diabetes.	2	6	8	13	39	14	53	87	61	5
5. Students spend part of their teaching assignment in a group where there is one or more physically handicapped children.	11	31	43	67	16	7	21	33	64	1

sic Principle VI

Professional laboratory experiences should provide guided ntact for the student with children with mild emotional sturbances.

		ACCEPT	REJECT
	No.	63	7
	%.	90	10

EMENTS OF PRACTICES THAT EXEMPLIFY C PRINCIPLE VI	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
tudents observe emotionally disturbed hildren in a therapeutic setting.	4	20	24	42	21	13	34	58	59	1
tudents make visits to a mental nstitution for children.	0	6	6	17	13	21	34	83	41	2

TABLE XL

SPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE VII AS REPORTED BY JURY RESPONDENTS

sic Principle VII

Professional laboratory experiences should provide guided ntact for the student with parents and teachers in order to learn e responsibilities and skills which may facilitate good parent-acher relationships.

	ACCEPT	REJECT
No.	70	0
%	100	0

EMENTS OF PRACTICES THAT EXEMPLIFY IC PRINCIPLE VII	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
Students talk with parents when child is brought to school.	1	14	15	24	33	20	53	76	69	9
Students plan with the teacher for the selection of materials for a parent's reading shelf at school.	3	15	18	27	30	20	50	73	69	8
Students make home visits with the teacher to talk with parents when studying their child.	2	34	36	54	28	3	31	46	67	4
Students help the teacher plan a parent's meeting.	7	25	32	47	31	6	37	53	70	7
Students attend parent-teacher meetings.	9	24	33	49	30	6	36	51	70	6

TABLE XL (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VII (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
6. Students help the teacher plan for a conference with a parent.	6	28	34	50	32	2	34	50	69	5
7. Student is present during a teacher-parent's conference when the parent accepts this arrangement.	5	34	39	59	27	0	27	41	66	3
8. Student helps write a progress report on children.	9	32	41	60	26	2	28	40	69	2
9. Student is present during a conference at which a child's progress report is interpreted to a parent when the parent accepts this arrangement.	9	36	43	64	22	2	24	36	67	1

RESPONSES SHOWING HIGH AND LOW DEGREE ACCEPTANCE OF EXEMPLIFYING PRACTICES FOR BASIC PRINCIPLE VIII AS REPORTED BY JURY RESPONDENTS

Basic Principle VIII

Professional laboratory experiences should provide guided contact for the student with teachers in early childhood education in order to learn the important phases of the teacher's activities in the school.

	ACCEPT	REJECT
No.	69	1
%.	98.5	1.5

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VIII	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
1. Students help the teacher plan a daily program for children.	9	33	42	60	25	2	27	40	69	3
2. Students help the teacher keep children's records of health, attendance and behavior.	6	24	30	44	31	7	38	56	68	7
3. Students help the teacher in making orders or requests for educational supplies and equipment.	4	18	22	33	36	10	46	67	68	9
4. Students participate in some curriculum planning groups with teachers.	7	37	44	64	22	3	25	36	69	2
5. Students contact parents for help in planning a field trip for children.	3	20	23	34	27	17	44	66	67	8

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE VIII (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
6. Students share with the teacher the responsibility for children during the noon meal.	7	25	32	46	35	2	37	54	69	6
7. Students assume most of the responsibilities of teaching a group of children under the supervision of the teacher before the completion of their student teaching assignment.	19	38	57	82	11	1	12	18	69	1
8. Students attend professional meetings with teachers. (Belong when possible as student members)	6	32	38	56	28	2	30	44	68	4
9. Students plan ways of interpreting children's growth and the school's role in the community.	4	31	35	51	29	4	33	49	68	5

Basic Principle IX

Professional laboratory experiences should provide guided contact for the student with leaders in community agencies in order to learn the responsibilities of a teacher in relation to community agencies.

	ACCEPT	REJECT
No.	69	1
%.	98.5	1.5

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IX	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
1. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the lower socio-economic levels.	2	12	14	22	37	13	50	78	64	4
2. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the middle socio-economic levels.	1	12	13	21	36	15	51	79	64	5.5
3. Students observe or assist in organized groups (scouts, campfire, summer camps) of children in the upper socio-economic levels.	1	9	19	16	38	16	54	84	64	7
4. Students spend some time working with children in a public library.	2	11	13	21	22	29	51	79	64	5.5
5. Students observe children in religious education programs on Sunday.	1	6	7	11	22	34	56	89	63	8

TABLE XLII (con't)

STATEMENTS OF PRACTICES THAT EXEMPLIFY BASIC PRINCIPLE IX (con't)	COMPLETELY EXEMPLIFIES	PARTIALLY HIGH	TOTAL	PERCENT	PARTIALLY MODERATE	PARTIALLY LOW	TOTAL	PERCENT	TOTAL ACCEPT RESPONSES	RANK OF PRACTICE
6. Students observe or assist children in city recreation programs.	3	16	19	29	33	14	47	71	66	3
7. Students have contact with local child guidance, family service programs, or child welfare authorities to learn of their services to children and families as well as to learn appropriate procedure for referrals.	10	37	47	68	21	1	22	32	69	1
8. Students have contacts with leaders of organizations such as : Kiwanis, Rotary, to learn of services which they sponsor for children and their families.	1	7	8	13	34	21	55	87	63	10
9. Students visit a juvenile court in session.	3	6	9	14	36	22	58	86	67	9
10. Students have some direct experience as a volunteer in a community agency.	5	32	37	54	28	3	31	46	68	2

VITA

Josephine Watson Hoffer

Candidate for the Degree of

Doctor of Education

Thesis: GUIDES FOR PROFESSIONAL LABORATORY EXPERIENCES IN EARLY CHILDHOOD EDUCATION

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