# AN ANALYSIS OF THE ORGANIZATION, ADMINISTRATION, AND IMPLEMENTATION OF THE STUDENT-TEACHING PROGRAM FOR INDUSTRIAL ARTS STUDENTS AT NORTH TEXAS STATE COLLEGE, DENTON, TEXAS, WITH EVALUATIVE CRITERIA

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1934

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1944

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
DOCTOR OF EDUCATION
1953

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# PREFACE

The over-all organization of the first normal schools established in America included experimental or model schools in which the students did practice teaching under the supervision of experienced teachers. The student-teaching phase of the professional preparation of teachers is still considered an essential part of the total preparation of teachers. Apparently, this phase of the preparation of teachers has not always experienced continuous improvement similar to that of the other phases of a teacher-education program. In most teacher-education institutions, however, efforts have been made within the last two or three decades to improve the student-teaching programs. Attention has been focused upon the types and quality of the student-teaching experiences and their relationship to the total preparation of teachers.

This study was undertaken with the hope of contributing something to the improvement of this phase of the preparation of teachers which still continues to be a challenge to those engaged in teacher-education programs.

Sincere gratitude is expressed to Professors M. R. Chauncey, Eli C. Foster, DeWitt Hunt, James W. Richardson, and Morris S. Wallace for their constructive criticism and guidance throughout the study. Also to my wife and son,

Louise and Jim Blanton, my appreciation is acknowledged for their constant and sympathetic encouragement.

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# CHAPTER I

## THE PROBLEM AND THE PROCEDURE

Educators recognize the importance of student teaching as a part of the total preparation of teachers. The transition from the theoretical to the practical involves new experiences and patterns of growth; and in order for these new experiences and new patterns of growth to occur, it is necessary to provide the necessary physical situations and facilities. These facilities and physical situations, which include personnel, represent an organization; or simply stated, the physical situation and facilities constitute an organization which is necessary in order for the new experiences and patterns of growth to become a realization.

If the physical facilities and personnel which constitute an organization are provided for the realization of a purpose, but the administrative phase of the organization does not function, it is obvious that the purpose cannot be accomplished. Then the administration of an organization is the actual conducting, operation, and management of the physical facilities and the management of the personnel so that the purpose or objectives of the organization may be realized.

The industrial world has long subjected the organization and administration of industry to tests to determine whether

or not better organization and administration of the enterprise could be secured in order to increase the rate of production, or to improve the quality of the product, or to improve the conditions which affect the productivity of the employees. If the results of the tests indicate that different arrangements would result in increased production or the improvement of the quality of the product, reorganization usually occurs. Actually, reorganization is present and continuous in successful business enterprises at all times.

Education is also an enterprise somewhat akin to industry in that it is engaged in the process of educating people. A framework of organization and administration must be present and functioning in a program of education if the enterprise is successful in achieving its purposes. Like successful industry, the effectiveness of an educational program is largely determined by the organization and administration of the program. As a result, programs of education are often subjected to various tests and evaluations in an effort to improve the process and quality of the product, that is, the education of people. This concept of organization and administration as related to a program of education gave stimulation and impetus to this study.

The problem stated.--This study is a critical analysis of the organization, administration, and the implementation of the student-teaching program designed to provide that phase of the professional preparation of industrial arts

teachers at North Texas State College, Denton, Texas. The statement of the problem expresses the nature and range of the study and presupposes that in order to be effective, sound principles of student teaching and criteria must be developed to guide the study and to analyze these aspects of the industrial arts teacher-education program.

Why the study should be made.--In 1945, a subcommittee was appointed by the committee on Standards and Studies of the American Association of Colleges for Teacher Education and was charged with the responsibility of studying student-teaching experiences in the professional preparation of teachers. Four members of the subcommittee, John G. Flowers, Allen D. Patterson, Florence B. Stratemeyer, and Margaret Lindsey, were further charged with the responsibility of making recommendations for the revision of Standard VI of the association, namely, student-teaching programs and experiences.

After making a preliminary study, the members of the committee agreed that in order to discharge this responsibility it was necessary for them to conduct a study which was actually two-fold in nature. First, it was necessary to develop all phases of the study with reference to a basic statement of principles and the implementation of these principles rather than specific techniques. Two types of related materials were developed, one of which was a brochure containing certain basic principles underlying a functional

program of student teaching and suggestions for the implementation of these principles by reporting descriptive practices in actual operation.

In the process of developing and conducting the study and formulating the recommendations for student-teaching programs and experiences, a study of 157 teacher-education institutions with membership in the American Association of Colleges for Teacher Education was involved. Nine basic principles and issues pertinent to student-teaching programs and experiences of prospective teachers were evolved and presented in a brochure. This brochure was entitled School and Community Laboratory Experiences in Teacher Education.[1]

This committee submitted their final report which was in the form of a brochure to the Committee on Standards and Studies of the American Association of Colleges for Teacher Education in February of 1949, with the recommendation that it be adopted. The second brochure was entitled Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria.[2]

A thorough study of the student-teaching program for industrial arts teachers at North Texas State College has

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[1]John G. Flowers et al., School and Community Laboratory Experiences in Teacher Education (Oneonta, New York: American Association of Teachers Colleges, 1948).

[2]John G. Flowers et al., Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria (Oneonta, New York: American Association of Colleges for Teacher Education).

not been made; and the extent to which the organization, administration, and implementation of the program are in agreement with Standard VI of the American Association of Colleges for Teacher Education is not definitely known. The present program should be carefully studied and analyzed in order to ascertain the extent to which it is in agreement with Standard VI.

This investigation failed to find any other written information concerning the organization, administration, and implementation of student teaching at North Texas State College, Denton, Texas, other than a contract between the Board of Regents representing North Texas State College and the Denton Independent School District which was executed in 1950, and which concerns student teaching in the Denton Public Schools.

The contract just referred to specified that North Texas State College was to employ a director of teacher education and other key personnel to represent the College in all matters pertaining to teacher education in the various units of the Denton Independent School District. This specification of the contract has been fulfilled. A director of teacher education and two supervisors, referred to as coordinators, have been employed. Certain staff members from the departments of music, science, business administration, and industrial arts also have been designated as consultants for student teaching in each of the respective subject matter areas

to work in the student-teaching program. The consultant for student teaching in industrial arts also works with and represents the Industrial Arts Department in matters concerning student teaching in other nearby schools which serve as student-teaching laboratories for industrial arts student teachers.

The Laboratory School of North Texas State College and the Denton High School, which were originally designated as student-teaching laboratories for industrial arts students, cannot accommodate the present number of student teachers. It is possible that some of the other schools which have been selected and are being used as student-teaching laboratories are not suited for student-teaching purposes. The selection and integration of additional laboratory schools into the total student-teaching program for industrial arts students should be based upon careful study and should merit immediate attention.

There is a need to study critically the organization, administration, and implementation of the student-teaching program for industrial arts students in order to ascertain its strengths and weaknesses for remedial purposes, and in so doing to develop sound principles and criteria for use in studying and evaluating the program prior to making recommendations for changes in the future.

The purposes of the study.--The purposes of the study are briefly stated as follows:

1. To ascertain through systematic and careful study basic principles and standards governing the organization, administration, and implementation of that phase of a teacher-education program concerned with laboratory and student-teaching experiences, namely, the student-teaching program.

2. To present basic principles and standards with reference to the organization, administration, and implementation of a student-teaching program and criteria to be used to determine the extent to which these principles are recognized and functioning in the student-teaching program under study.

3. To study critically through the use of basic principles and criteria the organization, administration, and implementation of the student-teaching program for industrial arts students at North Texas State College, Denton, Texas, in order to identify its strengths and weaknesses.

4. To suggest ways and means for improving the foregoing aspects of the student-teaching program if the results of the study indicate apparent weaknesses and deficiencies.

The scope of the study.--The study will deal specifically with the student-teaching program for industrial arts teachers at North Texas State College, its organization, administration, and implementation. Special attention will not be given to the curriculum pattern for industrial arts teachers, nor to details concerning the nature and scope of the laboratory experiences prior to and during the student-teaching

experience. Much recent research has been completed in the area of curriculum patterns for industrial arts teachers; it is believed that the nature and scope of the student-teaching experiences are of sufficient importance to warrant a special study.

Sources of data for the study.--The following sources were used to obtain information and data for the study.

The annual catalogs and various bulletins published by North Texas State College from 1901 to 1952 supplied the data and information concerning the history and development of the college. Reports and other miscellaneous publications published by various national, regional, state, and local associations and commissions concerning student teaching and recent research reports by individuals working in the area of industrial arts with particular reference to industrial arts education and student teaching were used. Magazine articles and other descriptive literature written by leaders and recognized authorities in the area of teacher education and mimeographed material produced by various staff members and committees concerning student teaching at North Texas State College were used. A limited amount of data and information was secured through personal interviews with various staff members and administrative personnel directly or indirectly connected with the teacher-education and student-teaching programs at North Texas State College. Data and information pertinent to the program under study were secured through the use

of the evaluative instrument which was designed and used in making the analysis.

The organization of the study.--Chapter I presents the background and origin of the problem. Particular attention was given to the establishment and development of North Texas State College, the purpose of the College, the establishment and development of student teaching, industrial arts, and student teaching in industrial arts. Chapter II presents the problem, the need for the study, purposes of the study, sources of data, the procedure, definition of terms used in the study, and the basic assumptions. Principles and standards derived from literature in the field of teacher-education which pertain to student teaching are presented in Chapter III. The principles and criteria formulated from the literature and used to study and evaluate the present student-teaching program are included in Chapter IV. An analysis of the program made through the use of the basic principles and criteria developed in Chapter IV is presented in Chapter V. The implications of the weaknesses of the program as indicated by the analysis are also presented in this chapter. Chapter VI contains a summary of the study, the results of the analysis, and suggested ways and means for improving the organization, administration, and implementation of the student-teaching program for industrial arts students at North Texas State College. The basic principles and criteria organized and presented in the form of an evaluative

instrument, and copies of the application blank for student teaching, notice of assignment, and other materials are included in the Appendices.

The procedure used in the study.--The general organization of the study presented in the foregoing paragraphs indicates the general procedure followed in the study. A study of the literature related to teacher education with particular reference to student teaching revealed numerous articles and some research reports by individuals, committees, and associations. These articles were, in the main, very general in nature with respect to student-teaching programs. It was noted that extensive research has been done in the area of industrial arts education, but most of this research has been concerned with curriculum patterns for industrial arts programs. One recent research study pertaining to laboratory and student-teaching experiences was used extensively because of its thoroughness, breadth, and authenticity.

The study made by Flowers and others for the American Association of Colleges for Teacher Education contains basic principles and issues of student-teaching experiences and programs which were used. In considering ways and means to establish further authority for these principles, the writer considered the use of a jury consisting of leaders in the area of student teaching. This technique was discarded, however, because the basic principles in the study by Flowers

and others were formulated from descriptive accounts of student-teaching programs operating in 157 teacher-education institutions, and from the results of data, information, and statements supplied by personnel working with student-teaching programs in each of these institutions. Actually, the use of the jury technique as a means of establishing further authority would have in essence amounted to asking these individuals to validate data, information, and their personal judgments previously submitted and contained in the report.

The literature in the field of teacher education was studied further for other principles and standards governing student-teaching programs and experiences developed by other individuals. Five such studies were found and will be presented in detail later in the study. After each of the principles and standards developed and included in the various studies was carefully examined for meaning and implications with respect to the organization, administration, and implementation of student-teaching programs, fourteen of these principles were selected and restated for use in developing criteria in the form of an instrument for use in making an analysis of the student-teaching program under study. Only those principles which had been developed, accepted, and documented as basic to a student-teaching program as a phase of a program of education were used.

All of the major aspects of the aforementioned phases of the student-teaching program for industrial arts teachers

at North Texas State College were carefully studied with respect to each principle and each criterion in order to determine the extent to which the principles were recognized, incorporated, and functioning in the program. The suggestions and recommendations for improving the program were based upon principles and standards which have been developed and accepted as basic and fundamental to the organization, administration, and implementation of a program of education.

Definition of terms used in the study.--Certain terms are defined in order to clarify the concepts represented by the terms as they are used in the study. They are as follows:

The term organization has been defined as the physical situations and personnel provided by the College and laboratory schools for the purpose of conducting a student-teaching laboratory.[3]

Administration has been defined as the process of conducting, operating, and managing an organization so the purposes of the organization may be achieved.[4]

The term implementation is defined as those procedures, practices, and aids which are essential to the organization and administration of a program in order for the stated purpose or purposes to be achieved.

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[3]W. D. Armentrout, The Conduct of Student Teaching in State Teachers Colleges (New York: Teachers College, Columbia University, 1927), p. 149.

[4]J. Don Hull, Will French, and B. L. Dodds, American High School Administration (New York: Rinehart & Co., 1950), pp. 14-15.

Student teaching has been defined as that "period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks."[5]

The term principle was defined as a statement of theory or an assumption designed to explain and interpret a situation and to give direction to those actions taken in a given set of circumstances.

The term laboratory teacher has been defined in the following words as being

> . . . a member of a laboratory staff recognized by the college as qualified to guide a group of pupils and one or more college students, guiding the latter in their understanding and teaching of the given pupil group.[6]

The terms laboratory teacher, supervising teacher, and cooperating teachers are synonymous and are used interchangeably. For the purpose of this study the term supervising teacher will be used.

Professional laboratory experiences have been defined as follows:

> . . . all of those contacts with children, youth, and adults, (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.[7]

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[5]John G. Flowers et al., School and Community Laboratory Experiences in Teacher Education (Oneonta, New York: American Association of Teachers Colleges, 1948), p. 7.

[6]Ibid., p. 28.

[7]Ibid., pp. 321-322.

A laboratory school has been defined as

> . . . a school of elementary or secondary grade, or both, that is under the direct control of or closely affiliated with a teacher preparing institution whose facilities may be used for such purposes as demonstration, participation, experimentation, and practice teaching.[8]

Teacher education has been defined as

> . . . the program of activities developed by an institution responsible for the preparation and growth of persons preparing themselves for educational work or engaging in the work of the educational professions.[9]

The term curriculum was defined by Good as follows:

> A systematic group of subjects required for graduation and certification in a major field of study; a general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a profession.[10]

A department has been defined as

> . . . an administrative unit in which the head and teaching staff make up a functional and autonomous unit in the school. The head (director) guides the work of the department and is responsible directly to a dean.[11]

Basic assumptions.--The value of student teaching as a part of the total preparation of prospective teachers was assumed. No attempt will be made to make a case for it

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[8]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945).

[9]Ibid.

[10]Ibid.

[11]Dewitt Hunt, "Shopwork in Engineering Divisions of State Universities and Land-Grant Colleges" (Unpublished dissertation, Ohio State University, Columbus, Ohio, 1939), p. 20.

unless the results of the study and the suggested recommendations for the improvement of the program warrant a defense of the student-teaching phase of a teacher-education program. It was assumed that if laboratory and student-teaching experiences are provided for prospective teachers in preparation, the teacher-education institution must provide physical situations and personnel for the purpose of conducting a student-teaching laboratory. The range and nature of the student-teaching experiences will be largely determined by the organization and its administration and implementation.

# CHAPTER II

## THE ORIGIN AND BACKGROUND OF THE PROBLEM

Pioneer Texas exhibited an interest in education from the very beginning. The development of a system of higher education in Texas has been characterized by extremes of favorable and unfavorable circumstances. The human element has been favorable, as exhibited by the pioneers' interest and zeal for providing for common and higher education and as evidenced by statements in the Declaration of Independence, the Constitution of the Republic, and the several state constitutions of 1854, 1866, and 1876. The most concrete evidence of the pioneers' faith in education is reflected by the allocation of some 42,000,000 acres of the public domain to be used for establishing and financing public schools and institutions of higher learning. Some of the unfavorable circumstances affecting education in Texas were a comparatively sparse population scattered over a large and varying geographical area, the lack of uniformity of local wealth per capita, and linguistic problems resulting from a heavy Negro population located in the eastern half of the state and a Latin-American population located in the southern, southwestern, and Trans-Pecos regions.

The historical background and development of North Texas State College, Denton, Texas.--Like many of the first normal

schools established in America for the purpose of teacher training, the College actually had its beginning in a background of European history. Sixty-three years after James G. Carter, the so-called "father of normal schools" in the United States, petitioned the Legislature of Massachusetts for the legal establishment of a seminary in which teachers could be prepared, John A. Hann, an influential citizen of Denton, Texas, conceived the idea of establishing a normal school in Denton for the training of teachers. In time, J. C. Chilton, a Missouri educator, was persuaded to come to Denton to address a mass meeting on the subject of founding a normal school. The results of this mass meeting and the influence of Chilton have been described as follows:

> Following the mass meeting, W. A. Ponder worked out a plan for establishing the school. According to this plan, ten citizens bought one hundred acres of land in what is now known as the College addition and gave ten acres of the plot for the campus of the new school. The ten men who gave the land were T. W. Abney, J. A. Carroll, G. B. Collins, B. H. Davenport, John A. Hann, Robert Hann, D. Head, W. A. Ponder, H. F. Schweer, and M. S. Stout.
>
> A bond issue approved by the citizens made possible the erection of a building, and in the fall of 1890, while the building was under construction, the school opened in temporary quarters in the business district of town.
>
> The school was leased to J. C. Chilton to be operated as a private normal school under the name of Texas Normal College. The first faculty was composed of J. C. Chilton, President; J. M. Moore, later a bishop of the Methodist church; Dr. J. Q. Dealy, later editor of the Dallas News; C. E. Sargent; J. A. Sanders; and Mrs. E. J. McKissack.[1]

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[1]North Texas State College, Bulletin No. 232 (Denton, Texas, February, 1952), p. 42.

Although the school operated under the name of the Texas Normal College, it was actually a private school.

The survival of the college was rather doubtful from 1894 to 1899 because of a decrease in enrollment and the absence of a source of guaranteed income. As a result of the unforeseen difficulties encountered in the maintenance and operation of the school, the citizens of Denton took the following action in 1899.

> In 1899, the city of Denton offered to the State of Texas, through the Twenty-Sixth Legislature, the buildings and grounds of the North Texas Normal College for the establishment of a State Normal College. The legislature, by an act approved March 31, 1899, accepted with certain conditions this donation and empowered the State Board of Education to assume control of the property and to organize and govern the school. However, as no public funds were at the time available for its maintenance, the State Board authorized the temporary continuance of the school as a private institution. Meanwhile three citizens of Denton, F. E. Piner, E. C. Smith, and A. C. Owsley, were appointed local directors to assist in carrying out the plans of the State Board for the administration of the school.
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> In 1901, the Twenty-Seventh Legislature amended the former act so as to provide annual appropriation for the support of the school, beginning September, 1901.[2]

North Texas State Normal College, however, was not the first state-supported institution established for the preparation of teachers. In 1879, the Sam Houston Normal was established at Huntsville, Texas. During the first twenty-five years of its existence, this school enrolled more than 8,000 students and doubtless prepared many excellent teachers

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[2]Ibid., p. 43.

for the public schools of the state.[3] A third school, Southwest Texas State Normal, San Marcos, Texas, was opened to students in September of 1903.

From 1902 to 1914, the North Texas State Normal College prospered and offered a three-year course for teacher-training purposes. The Annual Bulletin of 1904 states as follows:

> The North Texas State Normal began its first year's work under favorable conditions. By close adherence to its special field, namely the preparation of teachers for the public schools of the State, and by the faithful labor of its faculty, the Normal hopes to merit and receive hereafter that generous support of the public which has heretofore been accorded it. The enrollment of the regular session beginning in September and ending in May in 1901-1902 was 511; in 1902-1903, it was 546; and in 1903 to date (February 1, 1904) it has reached 556.[4]

In 1914 the curriculum was reorganized and included four years of work. Concerning this reorganization of the curriculum the following statements were made:

> The modern university answers the public's needs with a multitude of courses of study, for the most part elective, with only certain requirements to insure breadth and thoroughness. For general culture and for the varied activities of social life, this elective system is to be commended. . . . For these reasons the curriculum of North Texas State Normal College is organized into the following seven courses:
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> I. The Agriculture Course, for the training of teachers of agriculture and of the biological and physical sciences. . . .

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[3]North Texas State Normal College, Annual Bulletin, 1904 (Denton, Texas, 1904), p. 4.

[4]Ibid., p. 5.

II. The Home Economics Course, to prepare for the teaching of home arts and sciences in school of any grade. . . .
III. The Manual Training Course, for the preparation of teachers of the manual arts and vocational education. . . .
IV. The Language Course, in which the student may select Latin, German, or Spanish, for the preparation of teachers of these languages in our public schools and high schools. . . .
V. The Science Course to supply the need for teachers of mathematics and science in high schools and for departmental teachers and principals of elementary schools.
VI. The Primary and Art Course, to train teachers for the primary and intermediate grades of elementary schools. . . .
VII. History-English Course, for the preparation of teachers of history and English in high schools and the higher grades of elementary schools. . . .[5]

From the above date to the present, many changes have been made in the curriculum, some of which will be presented in detail later in the study.

In 1923 the Thirty-Eighth Legislature changed the name of North Texas State Normal College to North Texas State Teachers College. The name of the college was again changed to North Texas State College by the Fifty-First Legislature in May, 1949. At the same time, the college was given a separate governing board.

The stated purpose of North Texas State College.--A normal school is usually defined as an institution whose purpose is the professional preparation of men and women for

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[5]North Texas State Normal College, Special Bulletin No. 55 (Denton, Texas, 1917), pp. 324-325.

teaching. There is much evidence which indicates that there was complete agreement as to the purpose and type of institution North Texas Normal College was to be. The original purpose of the institution was very definite and clearly stated.

> In the language of the statute, this school North Texas State Normal College has been established 'for the special training of teachers.' Thus limited by law to one department of educational work, the school will be devoted exclusively to the object of its creation. Having the public school branches as a basis, it will deal with and seek to develop the principles which underlie all education. It will not in any sense be a rival of any college or university, nor yet will it assume the duties of the high school or academy. In a general way, it must partly enter the domain of all these.[6]

In 1909 the purpose of the institution was stated as follows:

> The school is maintained for the exclusive purpose of training and educating persons in the science and art of teaching. The distinguishing characteristic of a normal school is the fact that, in addition to an academic course, it offers instruction in the principles that underlie all education.[7]

Actually, when the two foregoing statements are stripped of excess verbage, they are identical concerning the stated purpose of the institution.

The stated purpose of the institution in 1921 implies, however, that there was recognized the importance of

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[6]North Texas State Normal College, Catalogue for the Annual Session of 1901-1902 (Denton, Texas, 1901), pp. 26-27.

[7]North Texas State Normal College, Bulletin No. 27 (Denton, Texas, July, 1909), p. 5.

recruitment of desirable individuals for the teaching profession in addition to the training of teachers.

> The North Texas State Normal College was established and is being maintained for the purpose of preparing men and women for the profession of teaching. It is expected that the work of the institution shall be of such a nature as to attract into the teaching profession students of serious purpose and ability. All the energies and activities are directed to this end. Its existence indeed can be justified only in proportion as it links itself thus serviceably with the great public school system of the State and Union.[8]

Later, the purpose of the institution was stated as follows:

> The North Texas State Teachers College was established for the purpose of preparing men and women for the profession of teaching; it is being maintained for that purpose. . . . Better teachers in the public schools mean better schools, and the school is committed to the task of preparing better teachers for the children of this commonwealth.[9]

From 1901 to 1930, the efforts and thinking of the staff were directed toward one common end; namely, the preparation of teachers for the public schools.

The curriculum was changed many times, however, and gradually included courses and areas of work not necessarily related to a teacher-education program. These new areas of work were included for two reasons. First, many of the students who were admitted to the college attended for one or two years only and did not complete the teacher-education

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[8]North Texas State Normal College, Bulletin No. 68 (Denton, Texas, July, 1921), p. 19.

[9]North Texas State Teachers College, Bulletin No. 81 (Denton, Texas, April, 1926), p. 81.

program; and second, many of the students who attended the college were interested in a liberal arts program or in preparation for other fields of work. As a result of these factors it was deemed necessary to study the institution and its over-all curriculum to consider the need and possibilities for a complete reorganization. In 1945 the following action was taken.

> North Texas State Teachers College was created and has been maintained primarily for the education of teachers, and it continues to fulfill this purpose with increasing effectiveness. There were always students, however, who did not desire to enter the field of teaching. About 1935 the number of such students began to increase rapidly with the general increase in enrollment, and it became evident that the College must provide for them. With the conclusion of the War, the services which the College was called upon to perform became so varied that a change in organization seemed advisable.
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> Accordingly, in the spring of 1945, a Committee of Reorganization was appointed to study the problem and made recommendations.
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> After considerable research and deliberation, the Committee submitted its report to the Faculty, recommending extensive changes in the organization of the College, in administration, and in curricula. The Faculty approved the Committee's report, with some amendments, on November 16, 1945, and transmitted it to the President of the College. The President presented it to the Board of Regents with his approval on November 24, and the Board authorized its adoption, to become effective with the beginning of the long session of 1946-47.
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> As reorganized the College consists of the College of Arts and Sciences, the Graduate School, the School of Business Administration, the School of Education, the School of Home Economics, and the School of Music.[10]

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[10]North Texas State College, Bulletin No. 175 (Denton, Texas, May, 1946), pp. 28-29.

This reorganization placed the Industrial Arts Department, the Health and physical Education Department, and the Education Department in the School of Education. A dean was provided to administer the School of Education, and directors of the foregoing departments were provided to administer the departments within the school.

The development of student teaching at North Texas State College.--A study of the annual catalogs and bulletins published by the College from 1901 to 1914 indicate that the professional integration courses taught in education were primarily theory in nature. In January, 1914, however, a seven-room frame building was completed for a "model training school," making it possible for prospective teachers in preparation to teach pupils under supervision.[11] The first Training School and student-teaching program have been described as follows:

> The Training Department consists of a school of seven grades, limited to sixteen pupils to a grade. The Training School opened January 15, 1914, with five teachers and one hundred pupils. Beginning next September a school of nine grades will be maintained. . . .
>
> The Training School is designed to give the students of the Normal College careful training in the arts of teaching in the grades. Each student in the Training School Department is required to teach at least one term before graduation, under the supervision and instruction of the director and the training teachers.

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[11]North Texas State Normal College, Bulletin No. 44 (Denton, Texas, July, 1914), p. 7.

> The different members of the Normal School Faculty and the teachers in the Training School give "Model" recitations with criticism and discussions of the work in the different subjects.
>
> While actual teaching in the Training School is required only of members of the Senior Class, members of other classes are required to do observation work, prepare lesson plans, etc. Each student teacher is required to prepare lesson plans a week in advance of the work. . . .[12]

In 1917 the State Legislature appropriated $80,000 for an Education Building for the College. The building was to serve two purposes; namely, to provide additional classrooms for the College, and to house the Training School. The building, when completed, was described as having forty classrooms, being absolutely fireproof, and having lighting and ventilation which "followed the latest standards for school architecture."[13]

The student-teaching program made possible by the erection of the Education Building and the educational purposes of the Training School program were stated in 1924 as follows:

> As now organized and administered, the Training School offers splendid opportunities to the children of the grades and to college students in their professional preparations. The college student now has the opportunity of spending a year in close study, association, and professional preparation in the work of the Training School. On the other hand, no student will be permitted to come before the class of children to teach until the critic-teacher and supervisor under whom he is working are convinced that he

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[12]North Texas State Normal College, Bulletin No. 44 (Denton, Texas, April, 1914), pp. 36-37.

[13]Campus Chat (Denton, Texas), January 9, 1919, p. 1.

> is prepared to do effective, creditable teaching. It is the belief of the college authorities of this teachers college that our students in training should have a large and ample opportunity to participate in actual, sane, sensible, and practicable classroom activities which will enable them to go out into the public schools of this State and with confidence and assurance effectively take hold of the work of teaching. It is further believed that here our students should gain a working knowledge and techniques that will enable them to place their teaching on the highest plane of instruction. The work of the students in the Training School should very greatly help them to realize both of these ends.[14]

The Training School, later called the Demonstration School, and presently called the Laboratory School, functioned as an autonomous unit of the North Texas State College until 1950, and was administered by a director who was also a member of the staff of the Education Department.

In 1950 the Board of Regents representing North Texas State College and the Superintendent of the Denton Independent School District entered into an agreement whereby the campus Laboratory School was leased to the Denton Independent School District with certain provisions. A detailed account of the transaction and its provisions will not be presented; those provisions that affected the student-teaching program and its organization, however, will be presented later. The provisions of the transaction, however, are of such a nature that the present Laboratory School is actually an autonomous unit of both North Texas State College and the Denton Independent School District.

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[14]Campus Chat (Denton, Texas), September 23, 1924, p. 2.

The present organization of the school provides for a director who also serves as the director of the teacher-education program of the College. The Laboratory School is organized as follows:

> The Elementary is composed of grades from the kindergarten through the sixth grade. The enrollment of each grade is limited to thirty. Admission to the elementary school is by application. Blanks may be secured from the office of the principal.
>
> The junior high school is composed of grades seven, eight, and nine. . . .
>
> The Laboratory School is a unit of the public school system of Denton. It is affiliated with the State Education Agency and the Southern Association of Colleges and Secondary Schools.[15]

The Denton Independent School District agreed, in the 1950 transaction, to furnish North Texas State College the use of the Denton Public Schools for providing college students opportunities for observation, participation, and student teaching in elementary and secondary education. Prior to this contract, there existed verbal agreements only between the two schools concerning student teaching, and the College had used the Denton Public Schools for observation and student teaching extensively in certain fields for several years.

Courses in student teaching at North Texas State College from 1914 to 1952.--When provisions were made for the establishment of a Training School to serve as a student-teaching laboratory, formally organized courses identified as "Practice Teaching and Observation Work in the Training School"

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[15]North Texas State College, Catalog Number 232 (Denton, Texas, February, 1952), pp. 214-215.

were introduced into the college curriculum. The first course to appear in the Annual Bulletin of 1914 was listed as "Education 12."[16] Research failed to reveal any significant information concerning this course because the bulletin description of the course actually describes the Training School and its stated purpose.

In a later bulletin published in 1918, a course listed as "Education 44: Practice Teaching in the Training School--(3-term hours)" was listed and described as follows:

> . . . this course consists of critical observations, special practice in organization and presentation of subject matter, and teaching under the direction of experienced supervisors.[17]

Another change in the courses pertaining to student teaching was noted in a bulletin published in 1919. Apparently this change was designed to provide experiences for prospective elementary teachers and actually resulted in the formation of a new course for student teaching. The following description was given of the course:

> Education 32: Teaching in the Primary Grades. A number of observations and some teaching in the grades of the Training School will be conducted with particular reference to the development of the lesson plan as an instrument of successful teaching.[18]

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[16]North Texas State Normal College, Bulletin No. 44, pp. 36-37.

[17]North Texas State Normal College, Bulletin No. 60 (Denton, Texas, May, 1919), p. 32.

[18]North Texas State Normal College, Bulletin No. 67 (Denton, Texas, May, 1919), p. 32.

By 1924, a definite pattern of courses designed to provide observation and student-teaching experiences for students preparing to teach in the elementary and secondary grades had been developed and was included in the curriculum. Students who completed a major in elementary education were required to complete the following courses:

> Education 201. Principles and Practice in the Primary Grades.
> First term's work for sophomores preparing for kindergarten and primary work who wish practice teaching during the sophomore year. . . during this term the student does very little practice teaching.
> Education 202. Principles and Practice in the Primary Grades.
> Second term's work for sophomores preparing for kindergarten and primary work who wish practice teaching during the sophomore year. . . during the term the student does an increased amount of student teaching.
> Education 203. Principles and Practice in the Primary Grades.
> Third term's work for sophomores preparing for kindergarten and primary work who wish practice teaching during the sophomore year. . . during this term the student does an increased amount of student teaching.[19]

Three separate courses were provided for those who were preparing to teach in the intermediate grades, and three courses were provided for those who were preparing to teach in the secondary grades. The descriptions given of the courses designed for observation and student teaching in the intermediate and secondary grades are identical with those for the kindergarten and primary grades except that they are

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[19]North Texas State Teachers College, Bulletin No. 76 (Denton, Texas, January, 1924), p. 84.

definitely ear-marked for the intermediate and secondary grades. The courses are listed in the bulletin as "Education-211, 212, and 213," and "Education-221, 222, and 223." Each course is listed as a "2 term-hours course."[20]

"Education-310, Practice Teaching," was included in the same pattern of courses and was one of the major requirements for the permanent certificate and graduation.

> In this advanced course of practice teaching the student is expected to do a much higher grade of teaching than can be expected in his first year of teaching. In beginning this course, the student is supposed to have control of the ordinary elements of class management, and will be in a position to concentrate his efforts on a high grade of instruction. The student's work will be evaluated by the principles of teaching as set out in the courses in education. Open to juniors and seniors, and required for graduation.[21]

The student received "2 term-hours" of credit for the completion of the foregoing course.

Very few changes were made in the individual courses and the general pattern of courses in observation and student teaching from 1924 to 1929. Beginning in 1925, however, all students were required to make a grade of sixty in writing as measured by a standard scale before receiving credit in any of the aforementioned courses.

During the 1929-1930 school year, the curriculum of the Department of Education was reorganized. The following description of the new program was given.

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[20] Ibid., p. 85.
[21] Ibid., p. 86.

> The Department of Education is composed of two divisions:
>
> (1) The Division of Theory
> (2) The Division of Practice
>
> These two divisions are so adjusted as to form one articulate and functional whole, the Theory directing Practice and Practice clarifying the giving meaning and significance to Theory. Problems arising in the Discussion of Practice are passed over as practical working material to the Division of Theory. Theories and principles developed in the Division of Theory are passed on to the Division of Practice for verification and demonstration.[22]

The courses included in the curriculum of the Division of Theory included work in psychology, pedagogy, history, philosophy, supervision, and administration. The Division of Practice provided courses and work pertaining to observation, planning, and student teaching in the Demonstration School. The aforementioned course, "Education 310-Practice Teaching," was changed and listed as "Education 400-Demonstration Teaching."[23]

From 1930 to 1942 there was a tendency to alter the courses in education pertaining to observation and student teaching in regard to the amount of actual time spent in observation and student teaching. This may have been due to the increase in enrollment which made it difficult if not impossible to accommodate the large number of students with only the College Demonstration School to serve as the laboratory. By 1942, student-teaching experiences during the

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[22]North Texas State Teachers College, Bulletin No. 90 (Denton, Texas, January, 1929), p. 84.

[23]Ibid., pp. 84-92.

sophomore and junior years were limited to short assignments and provided for in Education courses 231, 232, and 234, each designed for the preparation of elementary, intermediate, and secondary majors. Two courses listed as "Education 405E-Advanced Teaching Techniques for the Elementary Schools," and "Education 405H-Advanced Teaching Techniques for Secondary Schools" were added to the curriculum. The courses which provided for actual student teaching under supervision were listed as "Education 410E" and "Education 410H."[24]

During the fall semester of the 1947-1948 school year, two additional courses for student teaching known as "Education 411E" and "Education 411H" were added to the curriculum.[25] These two courses were actually a continuation of "Education 410E" and "Education 410H," thus making it possible for a student to earn six semester hours in actual student teaching. Applications for these two courses are not considered until all students who have applied for the first courses, "Education 410E" or "410H," have been assigned by the Director of Student Teaching. Because of the large number of applicants for the beginning courses and the limited number of places for student teachers, the number of students who actually take the second course is very small.

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[24]North Texas State Teachers College, Bulletin No. 145 (Denton, Texas, July, 1942), pp. 109-112.

[25]North Texas State College, Bulletin No. 195 (Denton, Texas, May, 1948), p. 187.

Since the school year of 1947-1948 to the present, no major changes have been made in the pattern of courses pertaining to observation and student teaching.

The development of Industrial Arts at North Texas State College.--Like the parent institution, that part of the curriculum presently referred to as Industrial Arts has experienced changes in regard to its name. Manual Training was first introduced into the curriculum of North Texas State Normal College in 1910. The introduction of this phase of work into the college curriculum probably resulted from the enactment of the State Aid Law of 1910, which provided for state aid to institutions of higher learning preparing teachers in the areas of domestic science, agriculture, and manual training.

A study of the bulletins published by the College gave little information concerning the Manual Training Department and its curriculum from 1910 to 1916. The first classes, however, were taught by C. A. Tripp who came from Michigan. The manual training shop was equipped, in the main, with hand tools; some power equipment, however was secured and installed. The power to operate the power equipment was received from a small upright gasoline engine.[26] Nine courses or units of work were listed in the bulletins

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[26]Statements by S. A. Blackburn, Present Director of the Industrial Arts Department and member of the staff from 1915 to 195-, personal interview.

published between 1910 and 1916, but the courses were not described as to content.[27]

The facilities provided for teaching manual training and the various areas of work were briefly described as follows in 1920:

> The Department of Manual Training has its laboratories, drafting rooms, and exhibit rooms on the two lower floors of the Manual Arts Building. Each laboratory is well equipped with the necessary equipment for turning out first-class work. There are separate laboratories for drafting, handwork in wood, cabinet work using power equipment, cement work, foundry work, and blacksmithing. The department is constantly adding equipment as needed to keep abreast with modern practices. Plans are under way to add machine shop work in iron and automobile repairing as soon as possible.[28]

Fifteen courses in manual training on the college level and four units of work on the sub-college level were included in the curriculum in 1921.

In 1922, North Texas State Normal College was officially designated as the Texas State Normal College to prepare teachers in those areas of work related to trades and industries as described in the provisions of the Smith-Hughes Law of 1917. Students who were preparing to teach manual training were eligible to enroll in the special vocational courses which were added to the program.

> . . . Students who have completed a minimum of thirty-six hours in manual training will be

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[27]North Texas State Normal School, Bulletin No. 50 (Denton, Texas, June, 1916), p. 23.

[28]North Texas State Normal College, Bulletin No. 64 (Denton, Texas, July, 1920), p. 20.

> offered vocational courses during the summer term, beginning in 1923, leading to a special certificate qualifying for the teaching of these subjects. . . .[29]

Even though a program embodying the special vocational courses was organized and an instructor was employed to teach them, the program did not function and was discontinued within a period of a few years. Its discontinuance was attributed to an insufficient student enrollment.[30]

The Manual Training Department was changed in many ways in 1925. The term Manual Training was dropped and the department was renamed Industrial Education. The courses were reorganized, and the number was increased. The new department and offerings were described as follows:

> The course of study for Industrial Education is divided into four divisions: Industrial Arts, Mechanical and Sense Instruction, and Smith-Hughes Vocational, Linotype and Typography.[31]

Included in the Industrial Arts Division were the same courses previously listed as Manual Training. The Division of Mechanical and Sense Instruction included training in the use of visual aids. The courses in mechanical devices, photographic aids, methods, and administrations were lised in this division.

> This course has been designed to meet the demand for a course in which students can learn

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[29]North Texas State Normal College, Bulletin No. 81, p. 98.

[30]Statements by S. A. Blackburn, personal interview.

[31]North Texas State Teachers College, Bulletin No. 78 (Denton, Texas, April, 1925), p. 91.

> the use of the many mechanical and sense aids which have been discussed to improve instruction in the public schools. The course is an elective and open to all students of the college. . . . It is not to be substituted for the regular courses planned for students who major in Industrial Education.[32]

Concerning the Divisions of Smith-Hughes work and Linotype and Typography, the same bulletin contains the following statements:

> The North Texas State Teachers College has been officially designated as the Texas State Teachers College to train teachers in subjects bearing on trades and industries, as required under the provisions of the Smith-Hughes Law. Students who have completed a minimum of eighteen hours in Industrial Education may select these courses as part of their electives. . . .
>
> The College is well equipped and prepared to train men and women for linotype operators, mechanist operators, pressmen, bookbinders, printers, and proof readers, as well as to train teachers to teach this rapidly growing and popular vocation in the schools and colleges of the State.[33]

In a bulletin which was published in 1926, however, it was noted that the division of work pertaining to Smith-Hughes vocational work had been discontinued, and the curriculum of the Industrial Education Department had been divided into three divisions; namely, Industrial Arts, Visual Aids, Linotype and Typography.[34]

From 1927 to 1936, the future of the Industrial Education Department was uncertain, and the administration of the College seriously considered discontinuing the department

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[32]Ibid., p. 93.
[33]Ibid., p. 94.
[34]North Texas State Teachers College, Bulletin No. 81, p. 99.

altogether. Some of the reasons given for the possible discontinuance of this area of work were the failure to place graduates with majors in industrial education in teaching positions, and the small enrollment in the department.[35]

Beginning in 1937, there was a gradual increase in the number of students who took courses in industrial education each year until 1940. Table 1 shows the enrollment in the department, in terms of class cards, for the spring semester of each year from 1935 to the present date. As a result of the increase in enrollment, the department was reorganized and the curriculum was changed in 1938.

TABLE 1

ENROLLMENT IN INDUSTRIAL ARTS FOR EACH SPRING SEMESTER FROM 1935 to 1952

| Year | Enrollment |
|---|---|
| 1935 | 145 |
| 1936 | 150 |
| 1937 | 184 |
| 1938 | 200 |
| 1939 | 375 |
| 1940 | 439 |
| 1941 | 314 |
| 1942 | 363 |
| 1943 | 100 |
| 1944 | 121 |
| 1945 | 192 |
| 1946 | 851 |
| 1947 | 1,161 |
| 1948 | 1,250 |
| 1949 | 1,302 |
| 1950 | 959 |
| 1951 | 793 |
| 1952 | 891 |

[35]Statements by S. A. Blackburn, personal interview.

The purposes or objectives of the department were stated as follows:

> The courses offered by the Department of Industrial Education are intended to serve two purposes: (1) to prepare students to teach industrial education in the public schools, and (2) to give students in other departments an opportunity to supplement work in their chosen fields.[36]

Students were advised to pursue the following recommended program in industrial arts.

> In order that majors in industrial education may be better prepared to teach several kinds of shop work and still be able to specialize in one type of work, the requirements have been arranged as follows.
> Laboratory of Industries or General Shop: 121-122, 131-132, 133-134, 234-236, 331-332, and 311-312.
> Woodworking: 121-122, 133-134, 131-132, 205, 234, 312-313, and 331-332.
> Metal Work: 121-122, 131-132, 133-134, 234-236, 311-312, 331-332.
> Mechanical Drawing: 121-122, 131-132, 211-234, 231-232, 331-332, 312, and Art 405.
> Printing: 121-122, 137-138, 131-211, 237-238, 331-332, 312, and Art 400.[37]

Thirty-six semester hours in industrial arts were required for a major, and majors were advised to select a minor teaching field in physical education or mathematics.

From 1938 to 1945, only minor changes were made in the department in regard to courses and requirements. The name of the department was changed from Industrial Education to Industrial Arts in 1939. In 1946, however, when the college

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[36]North Texas State Teachers College, Bulletin No. 125 (Denton, Texas, April, 1938), p. 19.

[37]Ibid., p. 119.

was reorganized and the Department of Industrial Arts was made a division of the School of Education, several new courses were introduced into the curriculum. The number of semester hours required for a major in industrial arts was raised to fifty-four, forty-five of which had to be in laboratory courses equally divided between woodwork, metal, and drawing.[38] In order to comply with the reorganization of the College, and in order to keep within the general framework of the guiding philosophy of the institution with respect to providing a curriculum which would offer preparation in teacher education in industrial arts and preparation in other related areas of work, the purposes of the Industrial Arts Department were stated as follows:

> The courses offered by the Department of Industrial Arts are intended to serve four purposes: (1) to prepare students to teach industrial arts in the public schools; (2) to give students in other departments an opportunity to supplement work in their chosen fields; (3) to give training in several trades; and (4) to give terminal courses in some specialized field.[39]

The most recent change in the curriculum pattern for industrial arts students preparing for the teaching profession was made during the fall semester of the 1951-1952 school year. After much study by the Industrial Arts Staff and with the advice of the Dean of the School of Education, the program was reorganized so as to include preparation in all of the

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[38]North Texas State Teachers College, Bulletin No. 175, p. 179.

[39]Ibid.

major areas of industrial arts; specialization in only a few of the major areas of industrial arts is discouraged. The present curriculum pattern at North Texas State College designed to prepare industrial arts teachers for the public schools is as follows:

> For the Degree of Bachelor of Science with a major in industrial arts, a student must complete fifty-four semester hours in industrial arts. Forty-five of the fifty-four semester hours must be in laboratory courses with a minimum of nine hours in each of the following phases: (1) Drawing, (2) Metal, and (3) Woodwork. The following courses are required of all students who plan to major in industrial arts and fulfill the requirements for a teaching certificate:
>
> Drawing: Industrial Arts 131, 132, 331 (9 hours)
> Metal: Industrial Arts 122, 125, 234, or 236 (9 hours)
> Wood: Industrial Arts 121, 126, 246 (9 hours)
> Industrial Arts 137, 245, 315, 431 (12 hours)
>
> In addition to the foregoing required thirty-nine semester hours, each student must select and complete fifteen additional semester hours of laboratory courses, six of which must be in one phase of industrial arts such as metal, drawing, or woodwork. These courses should be selected and planned in consultation with the director of the department. Of the total requirement of fifty-four semester hours in industrial arts, fifteen semester hours must be completed in courses numbered 300 or above.
>
> It is recommended that industrial arts majors who plan to teach complete the following courses:
> Physics 131, 132 (Electricity and Magnetism; Sound and Light), and 134 (Photography)
> Business Administration 305 (Merchandising Art)
> Art 270 (Ceramics)
> Majors are advised to select a minor in the field of education.
>
> Students who expect to complete the requirements for a teaching certificate and teach industrial arts should complete Education 161, 162, 241, 242, 340, 342, 410H, and Industrial Arts 334.
>
> Majors in elementary education and others who are interested may enroll for Industrial Arts 200 (Woodwork for Elementary School) without prerequisite. Industrial Arts 213 (Beginning Crafts Work) may also

be scheduled by students from other departments without prerequisite.

Pre-engineering students should take Industrial Arts 131-132 and 121-122.

A suggested program for students who major in industrial arts follows. This program is planned so that students majoring in industrial arts may complete the required courses in industrial arts and the other requirements necessary for the degree of Bachelor of Science in Industrial Arts and fulfill the requirements for a teaching certificate. It is recommended that a student majoring in industrial arts schedule alternately two courses in industrial arts one semester and three courses the next semester in order to maintain a balance of industrial arts courses in relation to the total program.

Freshman Year

| Course | Sem. Hours |
|---|---|
| Ind. Arts 131-132 | 6 |
| Ind. Arts 121-122 | 6 |
| Ind. Arts 125 or 126 | 3 |
| Education 161-162 | 6 |
| English 131-132 | 6 |
| Library Service (Required) | 1 |
| Physical Education (Required) | 2 |
| Social Science | 3 |
| | 33 |

Sophomore Year

| Course | Sem. Hours |
|---|---|
| Ind. Arts 234, and or 236, and or 246 | 6 |
| Ind. Arts 137 and 245 | 6 |
| Ind. Arts 315 and 331 | 6 |
| Education 241, 242, or 231, 232 | 6 |
| English 221-222 or 235-236 | 6 |
| Physical Education (Required) | 2 |
| | 32 |

Junior Year

| Course | Sem. Hours |
|---|---|
| Ind. Arts (Electives) | 6 |
| Ind. Arts 334 | 3 |
| Education 340, 342 or 331 and 332 | 6 |
| Government 204 | 3 |
| Physics 131, 132, 134 | 9 |
| B. A. 305 | 3 |
| | 30 |

Senior Year

| Course | Sem. Hours |
|---|---|
| Ind. Arts 431 | 3 |
| Ind. Arts (Electives) | 12 |
| Social Science | 3 |
| Education 410H or 410E | 3 |

| | |
|---|---|
| Art 270 . . . . . | 3 |
| Electives (3 hours must be taken from College of Arts and Sciences) . . . . . | 6 |
| | 30 |

A student who plans to earn the degree of Bachelor of Science with a major in elementary or secondary education and wishes to select industrial arts as a teaching field must complete thirty semester hours of industrial arts. The following industrial arts courses are required.
Drawing 131, 132
Woodwork 121, 246
Metal Work 122, 125
Crafts 315

In addition to the foregoing required courses, the student must complete Industrial Arts 334 and six other advanced semester hours of laboratory courses.

The program for a minor in industrial arts should be planned in consultation with the Director of the Industrial Arts Department and the Dean of the School of Education.[40]

The Industrial Arts Staff at North Texas State College recognizes that the American society is dynamic; that continuous study and evaluation of the curriculum are necessary if the department continues to meet the major demand placed upon it--that is, the preparation of qualified and effective industrial arts teachers in a dynamic society.

Research failed to discover a written statement concerning the philosophy of the Industrial Arts Department prior to 1952. The various statements published in the College bulletins concerning the purposes of the department and course offerings, however, imply the underlying philosophy from time to time.

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[40]North Texas State College, Bulletin No. 232, pp. 229-231.

Concurrent with the afore-mentioned study of the industrial arts program during the fall of 1952, the staff was also studying the present certification laws for industrial arts teachers in the State of Texas, to formulate proposals to submit to the Texas Education Agency for consideration concerning the revision of the certification laws. In order to formulate a curriculum for industrial arts teachers and to formulate requirements for certification, the staff found it necessary to re-define the term "industrial arts" and to formulate and state its guiding philosophy. The definition of the term and the statement of philosophy as formulated and accepted by the staff are as follows:

> Industrial Arts Defined: Industrial arts is that phase of general education designed to provide exploratory experiences with the tools, equipment, materials, and processes of industry and concerns itself with the social, economic, and technological problems resulting from an industrial society.
> Guiding Philosophy of Industrial Arts: The guiding philosophy of industrial arts as a phase of general education implies that industrial arts is largely of an informative, technical, and social nature, thereby contributing to the intellectual development, social orientation, and to the economic adjustment of the individual for more effective living in an industrial society.[41]

This definition of industrial arts and statement of guiding philosophy express and imply that the staff believe industrial arts to be a curriculum area rather than a subject or

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[41]"Recommendations for Certification in Industrial Arts for the Provisional, Standard, and Professional Certificate" (Industrial Arts Department, North Texas State College, Denton, Texas), p. 1. (Mimeographed)

course. This requires a curriculum for the preparation of teachers that is broad and general in nature. This type of curriculum must also include many individual correlated courses that are specific and comprehensive in order to prepare adequately industrial arts teachers.

Student teaching in industrial arts at North Texas State College.--Even though industrial arts was introduced into the college curriculum in 1910 and a "Model Training School" was established for observation and student-teaching purposes in 1914, the records indicate that very little organized and supervised student teaching in industrial arts actually occurred prior to 1938. In 1921, industrial arts was included in the Training School curriculum. The industrial arts, as taught, actually included domestic science for the girls and manual training for the boys and was taught in grades six, seven, and nine, one double period per week.[42] An instructor was not employed to teach the courses in manual training; instead, the classes were taught by student teachers or by some regular staff member of the industrial arts department who would accept this responsibility in addition to his regular teaching load.[43] The number of applicants for student teaching was small during this interval of time; the classes

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[42]North Texas State Normal College, Bulletin No. 68, p. 105.

[43]Statement by H. J. P. Vetz, Member of Industrial Arts Department Staff, North Texas State College, from 1914 to 1935, personal interview.

were taught in the college shop when regularly-scheduled college classes were not using it.

From 1927 to 1942 some students who applied for student teaching were assigned to the Denton High School. The number was small and rarely exceeded two students per year. Little or no supervision from the college was provided for the students who were assigned to the local high school from 1927 to 1938.[44] Sometimes industrial arts students were assigned to regular college classes to do their student teaching. According to S. A. Blackburn, present director of the department and member of the staff from 1917 to the present time, the greater per cent of all student teaching in industrial arts at North Texas State College between 1917 and 1942 was done in regular college classes.[45]

An additional staff member was added to the industrial arts staff in 1938, and a part of his teaching load included the supervision of student teachers in industrial arts. Regular organized courses in industrial arts were taught for the Demonstration School students by student teachers in the college shop under the supervision of this instructor. A few student teachers were assigned to the elementary schools and junior high school of the local public school system. With the advent of World War II in 1942, and the rapid decrease

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[44]Statement by C. C. Jones, Industrial Arts teacher in Denton High School from 1927 to 195-, personal interview.

[45]Statement by S. A. Blackburn, personal interview.

in student enrollment, the student-teaching program in industrial arts practically ceased to operate until 1945.

The director of the Demonstration School and the director of the Industrial Arts Department recommended to the President of the College that tools, equipment, and materials be bought to establish an industrial arts program for the Demonstration School in June of 1944. This recommendation was approved by the President. An instructor was employed and the necessary tools, equipment, and materials needed to organize and conduct a general shop program were secured. Units of work in the areas of drafting, woodwork, metal work--both hand and machine work--photography, crafts, and electricity were included in the program. This industrial arts shop was designated as the college student-teaching laboratory for industrial arts. During the 1944-1945 school year, however, only one student did student teaching.

The enrollment in industrial arts increased very rapidly during the 1945-1946 school year, also the number of students requesting student teaching. The increase in the number of student teachers is shown in Table 2. The industrial arts instructor in the Demonstration School was transferred to the college staff during the summer of 1946 and was unofficially designated as the supervisor of student teaching in industrial arts. His teaching load, in terms of classes, was reduced to one class in order that he could work more closely with student teachers and the student-teaching program.

TABLE 2

STUDENT TEACHERS IN INDUSTRIAL ARTS
FROM 1940-1952

| School Year | No. of Student Teachers |
|---|---|
| 1940-1941 | 10 |
| 1941-1942 | 17 |
| 1942-1943 | 10 |
| 1943-1944 | 1 |
| 1944-1945 | 2 |
| 1945-1946 | 4 |
| 1946-1947 | 29 |
| 1947-1948 | 35 |
| 1948-1949 | 68 |
| 1949-1950 | 78 |
| 1950-1951 | 48 |
| 1951-1952 | 40 |

During the spring semester of 1947 it became very obvious that with the increase in the number of students requesting student teaching, and with only two schools, the Demonstration School and the Denton High School, to serve as student-teaching laboratories, it was imperative to make arrangements with other nearby schools to serve as student-teaching laboratories. After a series of conferences between the Dean of the School of Education, who was also acting as the Director of the Demonstration School, and the industrial arts supervisor of student teaching, it was agreed that an attempt should be made to secure additional schools to serve as student-teaching laboratories and that arrangements should be made to introduce industrial arts into the elementary grades of the Demonstration School. It was also agreed that the practice of assigning student teachers to regular college

classes for student teaching was to be discontinued. A series of conferences was held between the industrial arts supervisor of student teaching and the supervisor of industrial arts in the Fort Worth Public Schools, Fort Worth, Texas, concerning student teaching in industrial arts in the Fort Worth Public Schools. A plan was submitted to the Dean of the School of Education and to the Superintendent of the Fort Worth Public Schools. The plan was accepted and the agreement and conditions concerning the project were verbal. The selection of the schools to serve as laboratory schools, the selection of supervising teachers, and other necessary arrangements were made by the supervisor of industrial arts for the Fort Worth Public Schools and the staff members representing North Texas State Teachers College.

The fall semester of 1948 marked a new era in student teaching in industrial arts and for the entire student-teaching program at North Texas State College. After much planning, the selection of schools and supervising teachers, the arranging of student schedules, arranging for transportation, and overcoming numerous other difficulties which were encountered, six industrial arts students were assigned to the Fort Worth Public Schools to do their student teaching. These students commuted daily to Fort Worth, Texas, and taught the entire day for a period of six weeks.

A portable tool kit was built and equipped with the necessary tools for industrial arts in the elementary grades,

and industrial arts was introduced into the elementary grades, one through six, of the Demonstration School at North Texas State College. The industrial arts was not taught as a course in the elementary grades but was correlated whenever possible with other units of learning in the social and natural sciences, language arts, mathematics, and health.

Arrangements were made, and eighteen students were assigned to the Fort Worth Public Schools during the spring semester of 1948. Arrangements were also made with the superintendents of the public schools of Pilot Point, Sanger, Justin, and Aubrey, which are all located within twenty-three miles of Denton, Texas, to place industrial arts students in these schools to do student teaching. Prior to this date, industrial arts was not taught in the Aubrey and Pilot Point school systems; each of these schools agreed to provide housing facilities, tools, equipment, and the materials needed to include industrial arts in the curriculum, provided North Texas State College would provide student teachers and a supervisor to organize the program and teach the students. In this way a general industrial arts program was introduced in each of the schools.

Table 3 presents data concerning the number of industrial schools which were used as student-teaching laboratories for industrial arts between 1940-1952.

In 1949 an industrial arts teacher was employed for the Aubrey and Pilot Point schools, and student teachers were not

assigned to the Fort Worth, Justin, and Sanger Public Schools. A new industrial arts shop was provided for the Denton Junior High School in 1949, and student teachers were assigned to this school.

TABLE 3

NUMBER OF NEARBY PUBLIC SCHOOLS USED AS STUDENT-TEACHING LABORATORIES FOR INDUSTRIAL ARTS FROM 1940-1952

| School Year | No. of Schools |
|---|---|
| 1940-1941 | 5 |
| 1941-1942 | 5 |
| 1942-1943 | 4 |
| 1943-1944 | 1 |
| 1944-1945 | 1 |
| 1945-1946 | 1 |
| 1946-1947 | 1 |
| 1947-1948 | 3 |
| 1948-1949 | 10 |
| 1949-1950 | 9 |
| 1950-1951 | 7 |
| 1951-1952 | 13 |

During the fall semester of the 1951-1952 school year, arrangements were again made with the administration of the Fort Worth Public Schools to place industrial arts students there to do their student teaching. Ten students were assigned to eight different schools located in Fort Worth, Texas, during the spring semester to do their student teaching. Arrangements were made whereby these students lived in the community in which their respective schools were located where they were to teach under the guidance and supervision of an experienced industrial arts teacher on an all-day basis

for a period of six weeks. Each school selected and used as a student-teaching laboratory had a general industrial arts program. The Laboratory School, the Denton Junior and Senior High Schools, and the Pilot Point High School were also used as student-teaching laboratories.

Industrial arts students are encouraged to make application for student teaching during the last semester of their junior year; occasionally, however, some wait until their senior year. The applications are assembled and studied by the industrial arts staff members working with student teaching, and tentative schedules and assignments are made and submitted to the director of student teaching for approval. Copies of the application blank and official notice are included in Appendices C and D.

The students who are assigned to the Laboratory School and the Denton Public Schools teach one hour per day, five days per week for one semester, and receive three semester hours credit; those assigned to the public schools located nearby teach one-half day, five days a week for a period of six weeks or twelve weeks, and receive three or six semester hours of credit, depending upon the length of the assignment; and those recently assigned to the Fort Worth Public Schools received nine semester hours of credit. The students who did student teaching in the Fort Worth Public Schools prior to 1952 received six semester hours of credit.

The working arrangements and agreements concerning student teaching in industrial arts between the afore-mentioned schools and North Texas State College are only verbal agreements with the exception of the agreement with the Denton Independent School District, which is written. The contract between North Texas State College and the Denton Independent School District pertaining to the campus Laboratory School previously referred to is specific and definite concerning some parts of the student-teaching program.

This investigation failed to find a recorded statement concerning the basic philosophy and objectives of student teaching at North Texas State College, or any record concerning the policies and practices as related to the program, and no record was found concerning both the specific or general responsibilities of the total staff and industrial arts staff members working with the teacher-education program, particularly those working with student teaching. As a result of these conditions and factors, many difficulties have been encountered in the planning and administering of a student-teaching program for industrial arts.

Summary.--The historical background of North Texas State College, Denton, Texas, is very similar to that of other teacher-education institutions. A study of the various catalogs and bulletins published by the college from 1902 to 1952 indicates that the purpose of the institution has always been specifically stated. In order to achieve that stated

purpose, it has been necessary to change the organization, administration, and implementation of the total program from time to time. These changes in the organization, administration, and implementation are reflected through the continuous addition of new departments, courses, physical facilities, and personnel in order to achieve the purpose, namely, the preparation of teachers.

In Chapter III principles of student teaching and evaluation criteria will be reviewed and presented. These principles and evaluative criteria will be analyzed for their meaning and implications and used to develop an instrument to be used in making an analysis of the organization, administration, and implementation of the student-teaching program for industrial arts teachers at North Texas State College, Denton, Texas.

# CHAPTER III

## A REVIEW OF PRINCIPLES OF STUDENT TEACHING AND EVALUATIVE CRITERIA

In order to establish principles and develop criteria to be used in making an analysis of the student-teaching program, many different sources of information were used. The literature in the fields of industrial arts education, teacher education, and secondary education was carefully examined. Research revealed numerous studies concerning the nature of student-teaching programs and experiences and some criteria designed for evaluating student-teaching experiences. The writer was unable, however, to discover any references to pertinent research which had attempted to develop criteria or other instruments for evaluating the organization, administration, and implementation of industrial arts student-teaching programs.

Recent and related studies in the field.--Mary I. Cole made a study concerning cooperation between the faculties of training schools and the faculties of other departments in teacher-education institutions. Based on the results of the study, Cole made the following statement:

> Every member of the faculty, including critic teachers, should participate in determining the policies of that institution. . . preferably as members of standing or temporary committees which

> consider individual policies, or by attending group meetings which include the entire faculty.[1]

A survey study of teacher-education programs in the State Teachers Colleges of Texas was made by George M. Crutsinger during the school year of 1929-1930. Crutsinger's study treated the total teacher-education program functioning in the state colleges at that time. Some conditions and practices present in the student-teaching programs were discussed. For example, Crutsinger stated that four industrial arts students were enrolled for student teaching at North Texas State Teachers College, Denton, Texas, during the 1929-1930 school year, but there were no suitable classes or critic teachers provided for these students.[2]

In 1940, the National Association of Industrial Teacher Trainers, a division of the American Vocational Association, made a study which has gained national recognition and praise concerning industrial arts teacher-education programs. The study was conducted by the research committee of the Association and consisted of the three following members: first, Theodore Struck, Pennsylvania State College; second, David F. Jackey, University of California--Southern Branch; and third,

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[1]Mary I. Cole, Co-operation Between the Faculty of the Elementary Training School and the Other Departments of Teachers Colleges and Normal Schools (New York: Teachers College, Columbia University, 1937), pp. 228-229.

[2]George M. Crutsinger, A Survey of Teacher Training in Texas and a Suggested Program (New York: Teachers College, Columbia University, 1933), p. 161.

Vern C. Fryklund of Wayne University. The report showed the growth, present status, offerings, and aims of departments of industrial arts education. This study is perhaps the most comprehensive survey ever made in the field of industrial arts teacher education, but it does not contain information concerning the evaluation of student-teaching programs.[3]

L. F. Ashley studied the undergraduate program of industrial arts education for the character of offerings, quantity of work required in the various subjects in the curricula, and graduation requirements.[4] O. A. Hankammer[5] studied the graduate study requirements of thirty-nine colleges offering advanced work in the field of industrial arts education. Neither of these studies treats the area of student teaching.

G. H. Silvius[6] made an investigation of the activities and duties of outstanding industrial arts teachers to arrive

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[3]Vern C. Fryklund, Industrial Arts Teacher Education (Bloomington, Illinois: McKnight and McKnight, 1941).

[4]L. F. Ashley, "Industrial Arts Education and Teacher Education with Special Reference to the Master's Degree" (Unpublished doctoral dissertation, Ohio State University, Columbus, Ohio, 1936).

[5]Otto Alfred Hankammer, "Graduate Programs in Industrial Arts Education with Special Reference to the Master's Degree" (Unpublished doctoral dissertation, Ohio State University, Columbus, Ohio, 1936).

[6]G. H. Silvius, "Instructional Units for Professional Courses in Undergraduate Industrial Arts Teacher Education" (Unpublished doctoral dissertation, Pennsylvania State College, State College, Pennsylvania, 1946).

at certain units of instruction for the professional education of the undergraduate in industrial arts education. This study contains valuable information concerning curriculum patterns for industrial arts teachers and treated the area of student teaching with respect to the type of experiences believed to be desirable in the preparation of teachers.

Significant studies were made of the education of industrial arts teachers by Fred Strickler[7] and William E. Warner.[8] Strickler's study was concerned with the academic training and trade experience of 480 industrial arts teachers. Warner developed a statement of policies as related to the education of industrial arts teachers and recommended a program for industrial arts teacher education based upon these policies.

Kermit A. Seefeld[9] conducted an extensive study concerning the competencies of industrial arts teachers. By the use of the jury technique, Seefeld developed a list of characteristics of a good industrial arts teacher but concluded that success was dependent, in the final analysis, on desirable citizenship qualities developed in boys and girls who take industrial arts.

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[7]Fred Strickler, Training Experience of 480 Industrial Arts Teachers (New York: Teachers College, Columbia University, 1928).

[8]William E. Warner, Policies in Industrial Arts Education: Their Application to a Program for Preparing Teachers (Columbus, Ohio: Ohio State University Press, 1938).

[9]Kermit A. Seefeld, "The Competencies of Industrial Arts Teachers" (Unpublished doctoral dissertation, Stanford University, Berkeley, California, 1949).

Clarence T. Baab[10] made a study concerning the organization of a program for the preparation of industrial arts teachers at Colorado State College, Greeley, Colorado. Baab developed evaluative criteria and applied them to the industrial arts teacher-education program at that institution. These criteria, however, were designed for evaluating the curriculum pattern and physical facilities provided for industrial arts education.

Ralph O. Gallington[11] made a study of teacher education in industrial arts, and from this study he developed evaluative criteria. Gallington also used the jury technique to validate the criteria developed. This study, however, was concerned with the total teacher-education program for industrial arts teachers and did not deal with the specific problem of the organization, administration, and implementation of student teaching in industrial arts.

A study entitled "Practice Teaching in Industrial Arts: An Evaluation of Professional Development in Industrial Arts Student Teaching Through Isolation of Abilities in Teaching Activities at State-Wide Cooperating Schools of the State

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[10]Clarence T. Baab, "Analysis, Development, and Organization of a Program for the Preparation of Industrial Arts Teachers at Colorado State College of Education" (Unpublished doctoral dissertation, Pennsylvania State College, State College, Pennsylvania, 1950).

[11]Ralph D. Gallington, "Teacher Education in Industrial Arts, with Special Emphasis on Evaluative Criteria" (Unpublished doctoral dissertation, George Washington University, 1947).

University of New York's Teachers College at Oswego" was made by William E. Huss in 1950. The title of the study describes the purpose and nature of the study. Although the study was primarily concerned with the identification of apparent strengths and weaknesses of student teaching, Huss recommended that some type of observation, participation and/or practice teaching be provided in the freshman and sophomore years of college.[12]

The officials at Bowling Green State University, Bowling Green, Ohio, have recently released some mimeographed material describing the Bowling Green plan of student teaching. The following information concerning the program is quoted because a review of recent articles in the educational magazines indicates that this program is regarded as a model program by many people. Concerning the organization, administration, and implementation of the plan, H. Lutherland stated as follows:

> The real test of any program of teacher education is to be found in the competency of the students completing it. On the pre-service level, potential competency can be demonstrated best in a student teaching situation which provides opportunity for the student to secure experiences of the type that are common to teachers in service. . . .
>
> The Bowling Green Plan is designed to provide the student with a semester of full-time participation in those activities which are related to teaching. . . .

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[12]William E. Huss (Unpublished doctoral dissertation, Pennsylvania State College, State College, Pennsylvania, 1950).

The scheduling procedure enables a committee of staff members to control the student's program for eighteen weeks. It provides the student with a 'block' of time in which all his energy can be devoted to a program related to the work of a teacher. The activities are cooperatively planned and carefully coordinated. Regularly scheduled discussion periods, individual conferences, and planning sessions constitute important aspects of the program. In these the student, supervising teacher, and University staff members are active participants.

The semester of concentrated professional experience consists of four phases. For our own convenience we label these: Preparatory, Supervised Teaching, Off-Campus, and Evaluation phases. The period allocated to each is somewhat flexible. . . .

During the Preparatory phase the student is under the guidance of campus staff members whose major interests are in the areas of principles of teaching, methods, and administration. The Directors of Secondary and Elementary Education--each in his respective field--serve as coordinators in the total program. Under the guidance of the staff committee, the student makes an intensive study of objectives, materials of instruction, methods, evaluative techniques, and curriculum problems which are pertinent to the school situation in which he is to assume responsibility. . . .

The Supervised Teaching phase involves eight to twelve weeks of full-day contacts in a cooperating school. Cooperating school as used in this paper refers to one with which the University has a contractual relation for student teaching purposes. The supervising teacher assumes major responsibilities for the guidance of the student during this period. The University staff keeps in close contact with the student and supervisor. Specific periods are established for conference and discussion of student problems and related theory. . . .

In the Off-Campus Schools, Off-Campus refers to the assignment which is made to a school other than the supervised teaching period phase the student spends two or three weeks in an entirely different school situation. . . . The student selects the school system for his off-campus experience. . . . The administrator must provide assurance that the students' activities will be under the guidance of an experienced staff member. University authorities assume the responsibility of working out details

> for the assignment. No financial obligations are entailed. School administrators who provide the school facilities understand that the University seeks this voluntary and cooperative service as a means of providing breadth and depth to the students' understanding of school problems.
>
> Responsibility for transportation and living costs is assumed by the student. . . .
>
> The Evaluation phase comes directly following the students' return from the off-campus assignment. This consists of a two or three week period devoted to critical analysis of the students' total experience during the semester of professional concentration.[13]

The foregoing description of the Bowling Green State University plan of student teaching describes the general organization and administration of the program. A more detailed account of this program as related to student teaching in industrial arts was given by R. M. Torgerson, Chairman of the Department of Industrial Arts at Bowling Green State University, in a report presented to the American Council on Industrial Arts Teacher Education, May 2, 1952, in New York. The following report was given:

> This report is composed of a brief outline of the student teaching program, a map locating the cooperating schools, a copy of the forms used in the administration of student teaching by the Dean of Education, Bowling Green State University.
>
> The student does all his student teaching in one semester during the senior year. This is a 'semester of professional concentration' - the total study for the semester is prescribed which enables the student to be off campus and to participate in the four periods of the student teaching program.

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[13] H. Lutherland, "The Bowling Green Plan for Student Teaching" (Bowling Green State University, Bowling Green, Ohio, 1951), pp. 1-5. (Mimeographed)

The Supervisory staff:

1. Directors of elementary and secondary education are coordinators for total program.
2. Instructors in general education work with students on problems in teaching and serve as supervisors in their respective areas.
3. Instructors in special methods work with students on problems in the special fields and serve as supervisors in their areas.
4. The classroom teacher directs and supervises the work of the student teacher. The supervising teacher makes a written report to the director about the work of the student teacher.

The organization and operation:

1. Preparatory Period - 5 weeks
   1 Units of classroom instruction
      a. Principles of teaching and learning
      b. Organization and administration of the school
      c. Special methods in the major and minor fields
   2 Observation of teaching for two full days each week in several cooperating schools

   The observation is both vertical and horizontal through the elementary and secondary levels for all student teachers. The student is made aware of the many demands on a teacher in the total teacher's daily program.
2. Supervised teaching period - 8 weeks
   1 Student is assigned to full day teaching with the cooperating school.
   2 Classroom teacher assumes the major responsibility for the guidance of the student teacher.
   3 University staff concerned keeps in close contact with student teacher and classroom teacher.
   4 Group conferences and special methods conferences are arranged each week during this period.
   5 In addition to observation and teaching the student teacher should experience activities such as supervising study hall, library work, preparing

instructional units, counseling with students, etc.

6 The supervising classroom teacher is paid fifty dollars by the university for each student teacher.

7 Buses and private cars are furnished at university expense for student travel to the off-campus cooperating schools.

3. Off-campus period - 3 weeks

Full day assignments of off-campus observation, participation and teaching.

1 Arrangements for teaching are made by the director of student teaching. Forms are sent to the superintendent of schools.

2 The student may suggest the village or city in which he wishes to teach.

3 The student must pay all his own expenses.

4 Classroom teacher assumes responsibility for the guidance of the student teacher.

5 The school or classroom supervising teacher is not paid by the student or the university.

Some values of this type of off-campus teaching experience:

1 The student experiences a new teaching situation.

2 He experiences many of the extra activities of a teacher.

3 He has opportunity to study the operation and organization of the school.

4 He works with new students and must associate with a new faculty. He is faced with new problems in human relations.

5 He experiences the strengths and weaknesses of his own teaching.

4. Evaluation period - 1 week

Student teachers meet at specified hours with the university staff concerned with student teaching. Special methods instructors review problems in teaching with the group concerned and with individuals with special problems.

This period provides:

1. For a review of the basic problems of teaching.

2. An opportunity to study personal strengths and weaknesses in teaching.
3. An opportunity to prepare for a specific teaching situation.
4. For further research in source materials for teaching.
5. For discussion of many problems growing out of the total teaching experience.

A written report of the total experience is required of each student teacher.

Written reports of supervising teachers serve as a basis for individual and group conferences.[14]

Although this report is actually a brief outline of the student-teaching program, it does contain information concerning the actual organization, administration, and implementation of the program and the responsibilities of the student and other personnel involved in the program. This program was started in 1944 but did not develop over-night, and some phases of it are still considered as being in the experimental stage.

A study of the nature of supervision of student teaching in universities which used cooperating public high schools was completed by Ralph F. Strebel in 1935. Strebel postulated ten principles which were used as criteria for evaluating the practices revealed by the study. These principles were validated by the use of documented research and by statements made by recognized authorities in the field of

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[14]R. M. Torgerson, "The Bowling Green Plan for Student Teaching" (Bowling Green State University, Bowling Green, Ohio, 1951), pp. 1-3. (Mimeographed)

education. Some of these authorities were W. D. Armentrout, Jacob I. Baugher, E. S. Evenden, W. S. Learned, W. C. Bagley, William C. Reavis, and Florence B. Stratemeyer.[15] The principles developed and used by Strebel will be presented later in the study.

Mention was made earlier in this investigation of one recent study in the area of teacher education with special reference to principles of student teaching and student-teaching programs. This study was made for the American Association of Teachers Colleges under the direction of John G. Flowers of Southwest Texas State Teachers College, San Marcos, Texas. Flowers was assisted by Allen D. Patterson of State Teachers College, Lock Haven, Pennsylvania; Florence B. Stratemeyer of Teachers College, Columbia University, New York City; and Margaret Lindsey of Indiana State Teachers College, Terre Haute, Indiana. The purpose of the study was to make recommendations for the revision of Standard VI, namely, "The Training School and Student Teaching," of the American Association of Teachers Colleges. The study was begun in October, 1945, and was partially completed and reported in a brochure entitled School and Community Laboratory Experiences in Teacher Education; it was published in 1948.

In order to conduct the study, the members of the

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[15]Ralph F. Strebel, The Nature of the Supervision of Student-Teaching in Universities Using Cooperating Public High Schools (New York: Teachers College, Columbia University, 1935).

committee decided that the investigation should be divided into two separate parts and that all phases of the study should be developed with reference to a basic set of principles, rather than according to specific techniques or patterns. Nine basic principles were developed and later submitted to key people in each of the 182 member institutions. Each person was asked in the case of each principle to give his reaction to each principle in terms of "agree, disagree, or agree with reservations." In case a respondent disagreed, or agreed with reservations, he was asked to give his reason for his reaction. Questionnaires were completed and returned by respondents in 157 member institutions.

Group conferences were held at the State Teachers College, Terre Haute, Indiana; the Wilson Teachers College, Washington, D. C.; and at the University of Minnesota, Minneapolis, Minnesota, during 1946 and 1947 to study and discuss the issues of concern as indicated by the data and information contained in the questionnaires which had been tabulated under the direction of the committee. Representatives from thirty-nine institutions attended and participated in these conferences. Ten colleges which had promising programs were selected to be visited and studied in order to identify problems and barriers to be overcome in the actual translation of the tentative basic principles into action. North Texas State College, Denton, Texas, was one of the ten selected institutions.

Upon the completion of the first draft of the revision of Standard VI, the committee requested and secured the aid of a consultant group to whom the revised standard was submitted for critical review. In selecting the consultant group the committee used the following criteria to guide their selection.

> . . . (1) that all persons guiding the preservice education of teachers be represented (e.g., administrators, college teachers, laboratory teachers, guidance personnel, and those working both in general education and the professional sequence), (2) that various curricula in pre-service education be represented (e.g., elementary, secondary, special areas), (3) that there be a wide geographical distribution among institutions represented, and (4) that a variety of types of institutions be represented.[16]

Thirty-two consultants meeting these criteria were selected; a list of their names, positions, and locations is included in Appendix A.

After the recommendations of the consultants, the committee further revised the proposed revision of Standard VI and presented it to the members of the Association for a period of study. The staff of each institution was asked to study the standard and to make suggestions to the committee. Again the statement of the standard was revised and presented in the form of a brochure entitled Recommended Standards Governing Professional Laboratory Experiences and Student

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[16]John G. Flowers et al., School and Community Laboratory Experiences in Teacher Education, pp. 10-11.

Teaching and Evaluative Criteria[17] to the Committee on Standards and Studies of the American Association of Colleges for Teacher Education with the recommendation that it be adopted in February, 1949. The committee also recommended that persons using the statement of standard also make use of the report entitled School and Community Laboratory Experiences in Teacher Education.

The study conducted by Flowers and others is perhaps the most comprehensive study ever made in the field of teacher education with reference to professional laboratory experiences and student teaching. The nine basic principles developed and accepted by the American Association of Colleges for Teacher Education are the products of the judgment and thinking of many recognized leaders in the field of education. Studies of this nature and magnitude can be made only when there are adequate funds and facilities provided and when there are combined efforts of many individuals who are concerned with a problem in common.

Some basic principles and standards as related to student-teaching programs.--Several individuals have written articles for publication presenting their ideas of a well-planned and well-organized student-teaching program. Most of these accounts, however, are descriptive in nature and

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[17]John G. Flowers et al., Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria (San Marcos, Texas: Record Print, 1949).

treat such phases of student teaching as rating scales for evaluating the students' work and progress, teacher-pupil relations, the prediction of the success of the student teachers, the function of student teaching, and teaching methods and procedures.

The twenty-eighth annual yearbook of the Association for Student Teaching was entitled The Evaluation of Student Teaching.[18] Actually the contents of this publication consist of ten articles by various individuals working in the student-teaching phase of teacher education. These articles discuss such topics as the use of the conference in the evaluation of student teaching, the prediction of teacher-pupil relations, the evaluation of the student teacher's ability to use the group process, and the use of the self-appraisal technique in student teaching.

Three studies were found in which the authors developed standards and principles of student teaching. A fourth study presented principles and criteria of a good teacher-education program. Each of the principles developed by these individuals will be presented for review and study.

Ralph F. Strebel developed ten principles of student teaching and used them in conducting a study of the nature of the supervision of student teaching in universities which

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[18]Association for Student Teaching, The Evaluation of Student Teaching, Twenty-Eighth Yearbook (Lock Haven, Pa.: Association for Student Teaching, 1949).

used cooperating public high schools for student teaching laboratories. These principles were used as the criteria for evaluating the practices revealed by the study. These principles were stated as follows:

> Principle I. Progressive Induction
>
> The student-teacher should be inducted into responsible teaching by means of a progressive series of increasingly difficult and increasingly complex activities.
>
> Principle II. Supervision of Induction Activities
>
> The supervising program should provide for the preparation of student teachers for their observation and participation activities and for an evaluation of the experience received in these activities.
>
> Principle III. Professional Status of the Supervisory Staff
>
> Members of the supervisory staff should be thoroughly qualified in academic preparation, trained in the field of supervision and have a breadth of experience.
>
> Principle IV. Service Load
>
> Supervision of student-teaching should be considered as a regular part of the service load of supervising teachers and university supervisors.
>
> Principle V. Coordination of Supervisory Activities
>
> The supervisory staff should carry on its activities in terms of a well coordinated program.
>
> Principle VI. Integration
>
> The supervision of student-teaching should make as its focal point the integration of educational theory and subject matter with classroom practice.
>
> Principle VII. Differentiation
>
> Induction and responsible teaching should be differentiated in length and variety of activities on the basis of the needs of the individual students.
>
> Principle VIII. University Control
>
> Institutions should have enough control over the schools in which practice is given to approve the teachers with whom students are placed, determine the assignments of students and modify the curriculum and methods of instruction in the schools.

Principle IX. Subsidy of Supervising Teachers

Cooperating public high school teachers who serve as supervisory teachers should be subsidized by the university.

Principle X. Breadth and Scope of Student Teaching

The student-teaching program should provide for practice in all phases of the teacher's work.[19]

Research and statements by such recognized authorities in the field of education as W. D. Armentrout, Jacob I. Baugher, E. S. Evenden, W. S. Learned, W. C. Bagley, William C. Reavis, and Florence B. Stratemeyer were used by Strebel in developing and substantiating the principles.

O. Edgar Reynolds, James S. Kinder, and J. I. Baugher developed standards for student-teaching programs in liberal arts colleges which they believed to be essential for an adequate student-teaching program. The authors stated that these standards were presented to and adopted by the Association of Liberal Arts Colleges in Pennsylvania for the advancement of teaching. Concerning the organization and administration of the program, they stated that

> . . . (1) in order to do scientific teacher-training, a liberal arts college should have one or more cooperating schools in which observation, participation, demonstration work and student teaching can be conducted. . . . (4) A definite written contract ought to be drawn up between the college president and the school board which will grant to the college department of education the privilege of using the best available student-teaching facilities. . . . (5) the teachers in the cooperating schools who serve as critic

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[19]Strebel, op. cit., pp. 13-25.

> teachers should be those recognized as master teachers and have had three years of teaching experience. . . . (6) no cooperating teacher should be permitted to supervise the student-teaching of more than two student-teachers in one semester, or more than four in an entire year. . . . (7) the college authorities must be willing to pay a part of the salary of co-operating teachers so that their teaching loads may be so arranged to include time for holding conferences, the working out of lesson plans, and the organization of materials with the student-teachers. . . . (8) In case transportation has to be provided between the colleges and the cooperating school centers, transportation should be furnished by the college. . . . (9) The assignment of student-teachers and the details of student-teaching should be worked out by the special director of student teaching in the college together with the high-school principal. The cooperating teacher and the high school principal should be considered as members of the college staff as well as of the high school faculty. . . .[20]

The standards presented by Reynolds and others are not all-inclusive but do contain specific standards concerning the general framework of a student-teaching program.

In the study conducted by Ralph Ora Gallington, criteria of a good industrial arts teacher-education program were developed. Although the necessary traits and characteristics which he believed to be essential in a good program were stated as criteria, they may be considered as principles or standards prerequisite to an effective program. They are:

> There should be objectives which determine the educational program of industrial-arts teachers;

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[20] O. Edgar Reynolds et al., "Desirable Standards for Student Teaching in Liberal Arts Colleges," Educational Administration and Supervision, 24 (September, 1938), 401-409.

> they should be thoroughly and precisely stated; and they should be completely understood and agreed upon by a large percentage of those persons responsible for and concerned with the program. . . .
>
> The teaching field should be characterized by breadth although practical teaching situations demand limited specialization. . . .
>
> Professional education should be based on a careful analysis of industrial arts teachers' needs and should be broad enough to provide prospective teachers with the breadth of vision needed by all teachers. . . .
>
> The program should be organized in such a manner as to afford a high degree of continuity with respect to the students' development. . . .
>
> Methodology in industrial-arts teacher education should demonstrate the best that is known in teaching practice, but it should be specifically characterized by certain marked teaching methods. . . .
>
> Effectiveness of the teacher-education program of industrial arts should be continually evaluated in as objective a manner as possible. Periodically a more extensive study should be made of fundamental assumptions, principles, and plans. . . .[21]

Each of these principles or standards prerequisite to a good industrial arts teacher-education program was treated by Gallington as a criterion of measure, and several specifications were formulated for each criterion. A checklist of the questionnaire type was developed embodying each of the principles and used to determine current practices with respect to each principle. Twenty department heads and directors of industrial arts education programs were chosen to complete the questionnaire for the study.

In the study described earlier and conducted by John G. Flowers and others for the American Association of Teachers

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[21]Gallington, op. cit., pp. 186-189.

Colleges, nine basic principles governing student teaching and laboratory experiences were developed and accepted by the Association. They are as follows:

Principle I

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

Principle II

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

Principle III

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

Principle IV

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

Principle V

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

Principle VI

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

Principle VII

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

Principle VIII

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

Principle IX

Professional laboratory experiences should be developed to recognize needed continuity in the preservice and in-service educational program.[22]

Data concerning the extent of agreement of each principle included in the questionnaire returned by the 157 institutions participating in formulating these nine principles are presented in Table 4.

TABLE 4

THE EXTENT OF ACCEPTANCE AND REJECTION OF PROPOSED PRINCIPLES FOR GOVERNING LABORATORY EXPERIENCES AND STUDENT TEACHING AS INDICATED BY QUESTIONNAIRES RETURNED FROM 157 INSTITUTIONS[23]

| Principle | Agree | Disagree | Agree with Reservations |
|---|---|---|---|
| I | 93 | 0 | 25 |
| II | 121 | 2 | 20 |
| III | 132 | 0 | 7 |
| IV | 131 | 0 | 14 |
| V | 127 | 1 | 18 |
| VI | 129 | 0 | 10 |
| VII | 133 | 1 | 3 |
| VIII | 138 | 0 | 3 |

[22]John G. Flowers et al., School and Community Experiences in Teacher Education, pp. 16-34.

[23]Ibid., p. 16.

Each institution was asked to record the reaction of its staff to each of the principles in terms of "agree," "disagree," and "agree with reservations." A study of the data indicates almost complete agreement on Principles III, VI, VII, and VIII. These data do not indicate serious disagreement on any single one of the principles.

No doubt continued research would reveal other studies and research reports in which principles and standards related to student teaching have been formulated. It is doubtful, however, that a study of recent date would be found that would have greater breadth and reliability than the study conducted for the American Association of Teachers Colleges. The study conducted by Gallington was somewhat similar, but it was concerned chiefly with the total program for the preparation of industrial arts teachers. In this study Gallington developed some educational principles which are basic and fundamental to the organization and administration of almost any phase of a teacher-education program. The reliability of the principles developed was partially established by the use of the jury technique. Parts of each of these studies will be presented in detail later in the study.

A review of criteria for evaluating the organization, administration, and implementation of student-training programs.--The writer was unable to discover any reference to pertinent research in which there were criteria or instruments for studying and evaluating the organization,

administration, and implementation of a student-teaching program in industrial arts education. Three recent research projects, however, were used to give direction to this study and are reviewed.

The Cooperative Study of Secondary-School Standards which was organized in 1933 by the representatives of the six regional associations of the United States was concerned with four major objectives. They were

> . . . (1) to determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assert secondary schools to continuous growth.[24]

In attempting to accomplish these four major objectives, various committees produced four volumes: (1) Evaluation of a Secondary School, General Report,[25] (2) Evaluative Criteria,[26] (3) Educational Temperatures,[27] and (4) How to Evaluate a

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[24]Cooperative Study of Secondary-School Standards, Evaluative Criteria (Washington, D. C.: Cooperative Study of Secondary-School Standards, 1950 ed.), p. iii.

[25]Cooperative Study of Secondary-School Standards, Evaluation of a Secondary School, General Report (Washington, D. C.: Cooperative Study of Secondary-School Standards, 1938 ed.).

[26]Cooperative Study of Secondary-School Standards, Evaluative Criteria (Washington, D. C.: Cooperative Study of Secondary-School Standards, 1940 ed.).

[27]Cooperative Study of Secondary-School Standards, Educational Temperatures (Washington, D. C.: Cooperative Study of Secondary-School Standards, 1939 ed.).

Secondary School.[28] All of these publications have been used in the study and evaluation of secondary schools. By 1950 these publications had been reviewed by a research staff working under the direction of the Cooperative Study. A revised edition was presented to the General Committee of the Cooperative Study of Secondary-School Standards. This was approved and authorized for publication as the 1950 edition of Evaluative Criteria.[29]

Section D-9[30] of Evaluative Criteria contains criteria and instructions to be used in studying and evaluating an industrial arts program in secondary schools. Checklists designed to record information concerning the organization, nature of offerings, physical facilities, the direction of learning, and other characteristics and conditions of an industrial arts program are provided. Some of these criteria and checklists were embodied and used in the criteria developed and used to study the organization, administration, and implementation of the industrial arts student-teaching program at North Texas State College. A more detailed treatment of these criteria will be made later in the study.

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[28]Cooperative Study of Secondary-School Standards, How to Evaluate a Secondary School (Washington, D. C.: Cooperative Study of Secondary-School Standards, 1940 ed.).

[29]Cooperative Study of Secondary-School Standards, Evaluative Criteria (1950 ed.).

[30]Ibid., pp. 123-130.

In February, 1949, John G. Flowers, Florence Stratemeyer, Allen D. Patterson, and Margaret Lindsey made a final report to the American Association of Colleges for Teacher Education concerning the revision of Standard VI of the Association. This report was in the form of a publication entitled Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria.[31] The report was accepted and the publication was adopted as the statement of Standard VI.

This publication consists of two separate and distinct parts. The first part discusses the various phases and aspects of professional laboratory experiences and student teaching, and contains some specific statements concerning the organization, administration, and implementation of a program. The second part consists of criteria designed to be used in studying and making an analysis of the professional laboratory and student-teaching experiences in a teacher-education program. The committee recommended that persons who use this publication also make use of the report of the documentary evidence contained in the previous publication entitled School and Community Laboratory Experiences in Teacher Education.[32]

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[31]John G. Flowers et al., Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria.

[32]John G. Flowers et al., School and Community Experiences in Teacher Education.

This evaluative instrument contains directions for its use and criteria for making an analysis of six phases of a student-teaching program. The phases are (1) the place of the professional laboratory experiences in the college curriculum; (2) the nature of the professional laboratory experiences; (3) practices concerning the assignment and the length of the assignment; (4) the guidance of the laboratory experiences; (5) the responsibilities of the staff and student included in the laboratory experiences; and (6) the physical facilities provided for the laboratory experiences.

The organization and format of the instrument itself are as follows: Recommended standards in the form of statements are stated for each of the six phases or divisions of the instrument. Each of the standards is a criterion of measure, but each standard or criterion of measure is further reduced and specifications are established for each criterion.

The authors of this publication emphasize that Standard VI in its present form is a qualitative statement of laboratory experiences and that the instrument when completely administered should provide a composite picture of the total program.

An excerpt from the instrument follows:

Suggested Standards for Professional Laboratory Experiences and Specific Items Contributing to Their Realization

| | Curricula | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Elementary | | | | Secondary | | | |
| | Reasonably Satisfactory | Needs Considerable Improvement | Now Under Study and Experimentation | Does Not Apply | Reasonably Satisfactory | Needs Considerable Improvement | Now Under Study and Experimentation | Does Not Apply |
| VI. Facilitating Professional Laboratory Experiences | | | | | | | | |
| 1. Laboratory experiences are sufficiently extensive to provide for each student adequate contacts in "normal" school and community situations. Facilities available include: | | | | | | | | |
| a. One or more college-controlled schools for the appropriate level of instruction. | | | | | | | | |
| b. A range of other school situations, for use in whole or in part. | | | | | | | | |
| c. A range of non-school educational agencies for use in providing. . . . | | | | | | | | |

If the special curricula offered such as Home Economics and Industrial Arts differ from the above evaluation, indicate specific differences below:[34]

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[34]John G. Flowers et al., Recommended Standards Governing Professional Laboratory Experiences, pp. 34-35.

The authors also stated that "because of varied practices followed in the numerous curricula it appears impossible to prepare an instrument which would apply equally well to all types."[35] It was also stated that the instrument was subject to revision after one year of use; research, however, failed to find any information indicating that the instrument had been altered or revised since its adoption by the American Association of Colleges for Teacher Education in 1949.

Summary.--Research revealed numerous studies concerning basic principles of student teaching, the nature of student teaching, and descriptive accounts of student-teaching programs operating in various colleges and universities. These studies were concerned, however, with the total student-teaching program in general. The Bowling Green Plan of Student Teaching as described in a report which was presented to the American Council on Industrial Arts Teacher Education was the only detailed report found which was primarily concerned with student teaching in industrial arts. This report does contain some information concerning the organization, administration, and implementation of a student-teaching program.

The two publications which were produced by a subcommittee appointed by the American Association of Teachers

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[35]Ibid., p. 13.

Colleges to study the standard pertaining to student teaching are perhaps the two most significant and authoritative publications available concerning this phase of the professional preparation of teachers. The members of this committee recognized that it would be difficult, if not impossible, to develop principles and criteria which would be applicable to all programs.

Several individuals and groups of individuals working as committees have developed standards and criteria for educational programs and specific phases of total programs. Three such studies were found and examined which contain criteria which are applicable in part to this study.

In the following chapter those principles and criteria which have been developed and accepted as sound and reliable and which pertain to the organization, administration, and implementation of student teaching will be presented; other criteria which will be needed in order to make an analysis of the program under study will be developed.

# CHAPTER IV

## THE DEVELOPMENT OF THE BASIC PRINCIPLES AND EVALUATIVE CRITERIA

A criterion may be defined as a standard or a rule used to determine the correctness of a judgment or conclusion. In this chapter the principles or standards which have been developed by recognized authorities in the field of education and are believed to be basic and fundamental to the organization, administration, and implementation of a student-teaching program will be restated. In addition to each of these principles, criteria will be developed to be used to study and evaluate the program under study.

Principles and standards governing student-teaching programs.--In the recent study by Ralph Ora Gallington criteria were developed for use in evaluating teacher-education programs in industrial arts. These criteria were developed from six principles which were accepted as basic and fundamental to a good teacher-education program in industrial arts. Four of these principles concern the organization and administration of a program. They are quoted as follows:

> There should be objectives which determine the educational program of industrial arts teachers; they should be thoroughly and precisely stated; and they should be completely understood and agreed upon by all those responsible for and concerned with the program. . . .

> Professional education should be based on a careful analysis of needs and should be broad enough to provide prospective teachers with the breadth of vision needed by a good teacher. . . .
>
> The program should be organized in such a manner as to afford a high degree of continuity with respect to the student's development. . . .
>
> Effectiveness of the teacher-education program of industrial arts should be continually evaluated in a manner as objective as possible. Periodically a more extensive study should be made of fundamental assumptions, principles, and aims. . . .[1]

The principles developed by Gallington imply that the organization and administration of an effective program of education should be determined by sound objectives developed to guide a course of action believed to be necessary in order to meet specific needs; and the structure of the program must be characterized by a high degree of continuity with respect to individual and group growth. The last principle presented emphasizes that the true effectiveness of an educational program can be determined only through continuous study and evaluation.

In the study made for the American Association of Teachers Colleges, nine principles believed to be basic and fundamental to the organization, administration, and implementation of a program of student teaching were developed and accepted by the association. Eight of these principles are as follows:

> The nature and extent of professional laboratory experiences should be planned in terms of the

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[1]Gallington, op. cit., pp. 62-71.

> abilities and needs of the student and should be an integral part of the total program of guidance. . . .
>
> Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of different socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development. . . .
>
> 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. . . .
>
> Professional laboratory experiences should be cooperatively developed by the student and his advisors. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers. . . .
>
> Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as individual, as citizen, and as a member of the teaching profession. . . .
>
> Evaluation of professional laboratory experiences should be in terms of growth in understandings and abilities needed in the situations faced by the teacher working in our democracy. . . .
>
> Physical facilities should be adequate to provide a range of firsthand experiences with children, youth, and adults in varied school, home, and community situations. . . .
>
> Professional laboratory experiences should be developed to recognize needed continuity in the pre-service and in-service educational programs.[2]

There is close agreement between the two groups of principles with respect to the value of continuity, cooperative planning, continuous evaluation, and the recognition of

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[2]John G. Flowers et al., School and Community Laboratory Experiences in Teacher Education, pp. 17-35.

individual differences and needs of students. The latter group of principles emphasize the necessity of providing adequate physical facilities, a variety of laboratory experiences, and adequate supervision and guidance in order to conduct an effective program of student teaching.

In the study conducted by Ralph F. Strebel, ten principles of student teaching were developed. Seven of these principles concern the organization, administration, and implementation of a program for student teaching. They are as follows:

> The supervisory program should provide for the preparation of student-teachers for their observation and participation activities and for an evaluation of the experience received in these activities. . . .
>
> Members of the supervisory staff should be thoroughly qualified in academic preparation, trained in the field of supervision and have a breadth of experience. . . .
>
> Supervision of student-teaching should be considered as a regular part of the service load of supervising teachers and university supervisors. . . .
>
> The supervisory staff should carry on its activities in terms of a well coordinated program. . . .
>
> Induction and responsible teaching should be differentiated in length and variety of activities on the basis of the needs of the individual students. . . .
>
> Institutions should have enough control over the schools in which practice is given to approve the teachers with whom students are placed, determine the assignments of students and modify the curriculum and methods of instruction in the school.
>
> Cooperating public high school teachers who serve as supervising teachers should be subsidized by the university.[3]

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[3]Strebel, op. cit., pp. 14-23.

When the principles developed by Strebel were compared with the principles developed by Gallington and the American Association of Teachers Colleges, close agreement with respect to the organization, administration, and implementation of a program for student teaching was found. There was complete agreement between the principles with respect to providing a program that is flexible in order to care for individual differences and the value and necessity of continuity throughout the entire program. All three sets of principles are in agreement with respect to providing a program that affords a variety of activities and experiences common to a teacher's work, both in-school and out-of-school. Strebel also advanced principles concerning the qualifications of the staff, the control of cooperating schools, the service load of the staff, and the subsidizing of supervising teachers. These aspects of a student-teaching program were not included in the principles developed by Gallington and the American Association of Teachers Colleges.

Criteria for evaluating the organization, administration, and implementation of a student-teaching program.--The afore-mentioned principles are believed to be basic and fundamental to the organization, administration, and implementation of a student-teaching program. In order to develop criteria, it was necessary to study and analyze the nineteen principles presented in order to prevent duplication. After each principle was studied for meaning and

implications, fourteen principles were selected. It was necessary to restate each principle which pertained to the organization, administration, and implementation of a student-teaching program for industrial arts students and to formulate and present criteria by which the degree of implementation of these principles in a program could be ascertained.

These principles and criteria used to determine whether or not the principle is recognized and functioning in the program under study are presented as follows:

Principle I:

> There should be objectives which determine the general framework of the organization, administration, and implementation of the student-teaching program for student teachers; these objectives should be stated, understood, and agreed upon by all personnel responsible for and working with the program.[4]

Criteria - Is the student-teaching program determined by specific objectives? Are the objectives clearly stated? Are the objectives understood by all personnel working with the program? Are the objectives agreed upon by all personnel working with the program? Are the objectives accepted by all personnel working with the program?

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[4]Gallington, op. cit., p. 62.

Principle II:

The student-teaching program should provide for flexibility in the organization, administration, and implementation of the program so as to provide for the needs and abilities of student teachers in industrial arts.[5]

Criteria - Is the organization of the program flexible so as to provide for the individual needs and abilities of the student teachers? Does the organization and administration of the program provide for more than one student-teaching assignment for those who appear to need further supervised teaching experience? Is the length of the student-teaching assignment the same for all student teachers? Are the needs of the student teachers studied with respect to placing them with supervising teachers in laboratory schools which will provide a definite pattern of student-teaching experiences?

Principle III:

The organization and administration of the student-teaching program should provide guided contacts with children and youth of different

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[5]John G. Flowers et al., School and Community Laboratory Experiences in Teacher Education, p. 19.

abilities, maturity levels, and socio-economic backgrounds for a period of time in order to provide opportunities for the student teacher to develop a better understanding of individual differences, child growth, and development.[6]

Criteria - Does the organization of the student-teaching program provide guided contacts with children and youth of different maturity levels? Does the organization of the student-teaching program provide guided contacts with children and youth of different abilities? Does the organization of the student-teaching program provide guided contacts with children of different socio-economic backgrounds? Are the schools which are used for student-teaching laboratories typical American schools? Is the length of the student-teaching assignment sufficient for the student teacher to observe and study child growth and development?

Principle IV:

The student-teaching program should provide opportunities for the student teachers to participate in all of the important phases

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[6]Ibid., pp. 22-23.

of a teacher's activities which include both in-school and out-of-school activities.[7]

Criteria - Does the student teaching program provide opportunities for the student teacher to observe and participate in the planning of the work with the students and other school personnel? Does the student-teaching program provide opportunities for the student teacher to attend and participate in faculty meetings? Does the student-teaching program provide opportunities for the student teacher to work with the other staff members and students on various school committees and projects? Does the student-teaching program provide opportunities for the student teacher to work with student groups such as home room groups, student councils, and school clubs? Does the student-teaching program provide opportunities for the student to participate in community activities, such as working with lay groups concerned with civic and educational problems within the school community? Does the student-teaching program provide opportunities for the student teacher to work with

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[7]Ibid., pp. 26-27.

out-of-school youth activities and organizations such as Boy Scouts, inter-community competitive sports, religious organizations, and teen-age clubs?

Principle V:

The student-teaching experiences should be cooperatively planned and developed by the student teacher and his advisers.[8]

Criteria - Does the organization and administration of the student-teaching program permit and encourage the supervising teacher, college personnel, and the student teacher to plan cooperatively the general framework of the student-teaching experience? Does the organization and administration of the program permit designated college personnel to participate in the supervision of the student teacher in actual laboratory work? Does the student-teaching program permit the college personnel to confer with the student teacher and laboratory teacher concerning the growth and development of the student teacher?

Principle VI:

The student-teaching program should be organized

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[8]Ibid., p. 28.

and administered so as to provide a high degree of continuity and correlation of the student-teaching experiences with all of the major phases of the student teacher's professional education.[9]

Criteria - Is the student-teaching experience regarded as an unimportant and unrelated segment of the professional preparation of a teacher and earmarked as a course to be completed under the sole direction of one designated individual? Is there a high degree of correlation and continuity in all of the courses leading to and prerequisite for student teaching? Do the courses which are concerned with supervised observation and methods and techniques of teaching immediately precede the student-teaching assignment? Does the philosophy prevail that every staff member engaged in the teacher-education program has an obligation to develop his work and courses so as to provide and encourage continuous growth with respect to the student's total program?

Principle VII:

Adequate physical facilities and personnel

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[9]Gallington, op. cit., p. 69.

should be provided for conducting an effective student-teaching program.[10]

Criteria - Are a sufficient number of schools used as student-teaching laboratories so as to provide adequate opportunities for each student teacher to observe and participate in all of the major activities of a teacher's regular work? Are the necessary physical facilities, equipment, tools, materials, and teaching aids necessary for effective teaching present in the schools which are used as student-teaching laboratories? Are the classes taught by student teachers typical classes with respect to the number of students? Does the program provide enough qualified personnel to guide effectively and supervise the student teachers in their student-teaching experience and to conduct the total program?

Principle VIII:

The staff members of the teacher-education institution and the supervising teachers in the laboratory schools who work directly and indirectly with the student-teaching program

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[10]Flowers et al., School and Community Laboratory Experiences in Teacher Education, p. 33.

should have adequate academic preparation and successful teaching experience.[11]

Criteria - Are the staff members of the laboratory schools who supervise student teachers qualified from the standpoint of college preparation? Are the college staff members who directly and indirectly work with the student-teaching program qualified from the standpoint of college preparation? Have the college staff members who work with student teachers had successful teaching experience in public schools? Have the supervising teachers in the laboratory schools who work with student teachers had successful teaching experience in public schools? Have the college staff members who work with student teachers exhibited continuous professional preparation and growth? Have the supervising teachers who work with student teachers exhibited continuous professional preparation and growth? Are the college staff members who guide and supervise student teachers in their laboratory experiences qualified in their major teaching field? Are the laboratory teachers who guide and supervise student

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[11]Strebel, op. cit., p. 16.

teachers in their laboratory experiences qualified in their major teaching field? Are sound and acceptable methods and techniques of teaching used by those who supervise and guide student teachers in their laboratory experiences?

Principle IX:

The student-teaching program should provide for the preparation and guidance of student teachers in their observation prior to student teaching and should provide for gradual induction into the actual student-teaching experience.[12]

Criteria - Does the program provide for directed and supervised observation in laboratory schools prior to the student-teaching experience? Does the student teacher observe the classes or class he is to teach prior to the actual student-teaching assignment? Does the student teacher receive proper preparation and counseling concerning his assignment and work immediately prior to reporting to the supervising teacher? Is the student teacher gradually inducted into the actual teaching experience by the supervising teacher?

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[12] Ibid., p. 14.

Principle X:

There should be a clearly stated agreement between the officials of the teacher-education institution and of the schools which are used as laboratory schools for student teaching with respect to the assignment of student teachers, number of student teachers, placement of student teachers, and the selection of the supervising teachers; there should be a stated agreement with respect to the curriculum and methods of instruction, and the responsibilities of the supervising teacher, student teacher, and other personnel working directly or indirectly with the student-teaching program; this agreement should be clearly stated, agreed upon, and understood by all concerned.[13]

Criteria - Is there a clearly stated working agreement between the officials of the teacher-education institution and of each school which serves as a student-teaching laboratory? Have the responsibilities of the student teacher been identified and clearly stated? Have the responsibilities of the supervising teacher been identified and clearly stated? Have the

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[13] Ibid., p. 22.

responsibilities of other college personnel working with the program been identified and clearly stated? Have the policies and procedures with respect to the assignment of student teachers and the number of student teachers been determined and clearly stated for each school? Have the policies and procedures with respect to the selection of supervising teachers been determined and clearly stated? Is there a clearly stated agreement between the institution and each laboratory school with respect to the curriculum and methods of instruction? If such an agreement has been executed, is it and all of the provisions thoroughly understood and agreed upon by all personnel involved?

Principle XI:

The work done by all personnel in connection with the student-teaching program in the teacher-education institution and schools which are used as student-teaching laboratories should be considered as a part of the teaching load.[14]

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[14] Ibid., p. 17.

Criteria - Is the work done by college personnel with respect to the preparation, guidance, and supervision of student teachers considered in determining their regular teaching load? Is the work done by teachers of the schools which are used as student-teaching laboratories with respect to guiding and supervising student teachers considered in determining their regular teaching load?

Principle XII:

Evaluation of the student-teaching experience should be in terms of individual growth in the acquisition of knowledge and abilities and their application which are prerequisite and essential to effective teaching.[15]

Criteria - Is the student teacher and his work evaluated in terms of individual growth with respect to the acquisition of essential knowledge and development of abilities and skills which are prerequisite to effective teaching? Is the evaluation of the student teacher's work a phase of the program that is considered as continuous? Is the evaluation of the student

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[15]Flowers et al., School and Community Laboratory Experiences in Teacher Education, p. 31.

teacher's work considered as a cooperative enterprise to be shared by the student teacher, supervising teacher, and other personnel directly concerned with the student teacher's growth?

Principle XIII:

Teachers who serve as supervising teachers in schools used as student-teaching laboratories should be compensated for their services.[16]

Criteria - Does the organization and administration of the student-teaching program provide for the remuneration of the supervising teachers in the cooperating schools by the college for their services either in terms of a reduced teaching load or a stipulated amount of money?

Principle XIV:

The organization and administration of the student-teaching program should provide for and encourage systematic, continuous study, and evaluation of the program in all of its various aspects for remedial purposes.[17]

Criteria - Does the organization of the student-teaching program provide for continuous study and

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[16]Strebel, op. cit., p. 23.
[17]Gallington, op. cit., p. 71.

evaluation of the program in all of its various phases? Does the administration of the student-teaching program encourage and assist in conducting continuous study and evaluation of the program in all of its various phases for remedial purposes? Are methods and techniques which are educationally sound used in the study and evaluation of the program? Are the data and information resulting from the study and evaluation of the teaching program used for remedial purposes?

No doubt continued research and study would reveal additional principles and criteria which could be further developed and used to study and evaluate a student-teaching program. No doubt the principles and criteria which have been stated could be further refined and their reliability tested and established. It is believed, however, that these principles and criteria when developed into an evaluative instrument and applied to the student-teaching program for industrial arts at North Texas State College will reveal data and conditions which may be interpreted and used for remedial purposes to improve the program.

The development of the evaluative instrument.--Two studies were used extensively for direction in developing the format of the evaluative instrument. The Cooperative Study of Secondary School Standards uses three terms in the checklist

included in Evaluative Criteria[18] to record the degree to which a school program meets the various educational needs of youth and to describe other phases of an educational program measured by the checklist. The terms used are "slightly," "moderately," and "extensively." These three terms were selected for use in developing the instrument to describe or record the degree to which the program under study met each criterion included in the instrument. It was deemed necessary, however, to add a fourth term to be used in case any phase of the program failed to meet the criteria in any way. The term selected and incorporated into the instrument was "no."

The general structure of the format of the evaluative instrument was patterned after that of the instrument included in Recommended Standards Governing Professional Laboratory Experiences and Student Teaching Experiences and Evaluative Criteria[19] developed for the American Association of Colleges for Teacher Education. Each of the fourteen principles with criteria designed to determine if the principle was operative in the program was incorporated into the instrument. The degree to which the stated principle is operative and meets each criterion will be indicated by

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[18]Cooperative Study of Secondary School Standards, Evaluative Criteria, pp. 37-44.

[19]Flowers et al., Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria, pp. 15-38.

checking one of the following terms: "extensively," "moderately," "slightly," and "no." The complete instrument and the directions for its use are included in Appendix B of the study.

Summary.--Nineteen principles which concern the organization, administration, and implementation of student-teaching programs were selected and presented. Each of these principles was developed by recognized authorities working in the field of teacher education. The validity of each principle had been previously established through the use of the jury technique, or by group judgment, or by thorough use of previous research and documented statements made by authorities in the field.

Further study of the principles indicated some overlapping in five of the principles. Each principle was studied critically for meaning and implications; and fourteen principles believed to be basic and fundamental to the organization, administration, and implementation of a student-teaching program were selected and restated. Criteria were formulated and designed to determine the extent to which each principle was present and operating in the program under study.

The format of the evaluative instrument was developed, and four terms, "extensively," "moderately," "slightly," and "no" were selected to be used to indicate the extent to which the program meets the criteria presented with each principle.

Actually, the instrument is a checklist designed to record pertinent facts concerning the program which are to be used for further study and remedial purposes.

# CHAPTER V

## AN ANALYSIS OF THE ORGANIZATION, ADMINISTRATION, AND IMPLEMENTATION OF THE STUDENT-TEACHING PROGRAM FOR INDUSTRIAL ARTS TEACHERS AT NORTH TEXAS STATE COLLEGE

The term analysis may be defined as the systematic study of the various factors of a given situation or problem in order to determine their true relationship, effects, values, or state of condition to the given situation or problem. The approach and methods used to make an analysis are governed by the nature of the situation or problem to be analyzed, and the true effectiveness of the approach and methods used can be judged only by the data and information they reveal and by their interpretation. The information and data should present and identify significant facts pertaining to the problem and may answer the problem, or they may only identify pertinent facts or information which require further study and analysis.

One of the stated purposes of this investigation was to ascertain the strengths and weaknesses of the organization, administration, and implementation of the student-teaching program for industrial arts students at North Texas State College through systematic study for remedial purposes. The

approach used to make an analysis of the program was first, to determine sound principles with respect to the aforementioned phases of the program, and second, to develop criteria to ascertain the extent to which these phases as emphasized by the principles were present and functioning.

The procedure followed in making the analysis.--The instrument which contains fourteen principles which are believed to be basic and fundamental to the organization, administration, and implementation of a student-teaching program and criteria designed to ascertain the extent to which these principles were present and functioning was applied to the program under study. The Director of Teacher Education, who is also in over-all charge of all student teaching, the Dean of the School of Education, and the consultant for student teaching in industrial arts at North Texas State College, Denton, Texas, working as a group, applied the instrument to the industrial arts student-teaching program. Each principle was carefully studied and if the principle was not present and functioning in the program, it was so indicated on the instrument. When the principle was present, the degree to which the principle was implemented was indicated by checking the degree of implementation which best described it as provided for in the instrument. There was general agreement of the group with respect to all of the principles and their implementation.

After the instrument was applied, it was also necessary to study the results in order to ascertain the extent to which the various phases of the organization, administration, and implementation of the program under study met the criteria which were developed to indicate strengths and weaknesses for remedial purposes. These results will be presented together with data and other information in order to show why the various phases of the organization, administration, and implementation of the program received the rating given. The instrument as completed by the group is included in Appendix B.

An analysis of the organization, administration, and implementation of the student-teaching program.--Principle I included in this investigation states that there should be objectives which determine the framework of the organization, administration, and implementation of the student-teaching program; these objectives should be stated, understood, and agreed upon by all personnel responsible for and working with the student-teaching program. This investigation failed to find any record concerning stated objectives. Obviously, if the objectives have not been determined and stated, they could not be present and operative in the program. Neither could the objectives be understood, agreed upon, and accepted by all the personnel working with the program if they have not been stated.

Principle II states that the student-teaching program should provide for flexibility in the organization, administration, and implementation of the program so as to provide for the needs and abilities of the student teachers. When the flexibility of the organization, administration, and implementation of the program was analyzed with respect to Principle II, it was the opinion of the group that flexibility was present and operating only to a moderate degree. In response to the question "does the organization of the program provide for flexibility so as to provide for individual needs and abilities of student teachers?" the instrument was checked "yes" to a moderate degree. The present program does make provision whereby a student may enroll for a second course in student teaching if it is believed that further supervised student teaching is needed. In the main, however, the length of the student-teaching assignment is the same for all student teachers. Each student teacher is expected to spend a minimum of ninety clock hours per semester in supervised observation and student teaching. This practice has been deviated from to a certain extent, particularly with student teachers who are assigned to the Fort Worth Public Schools. Student teachers assigned to the Fort Worth Public Schools teach for a period of six weeks on an all-day basis.

In regard to the question with reference to studying the individual needs of each student teacher with respect to placing them with supervising teachers in laboratory schools

which will provide a definite pattern of student-teaching experiences, this question was checked on the instrument as indicating that the practice was used extensively. Each student-teaching application is studied carefully and one or more conferences are held between the consultant for student teaching in industrial arts and the student teacher prior to making a recommendation to the director of student teaching for a definite assignment.

Principle III states that the organization and administration of the student-teaching program should provide guided contacts with children and youth of different abilities, maturity levels, and socio-economic backgrounds for a period of time in order to provide opportunities for the student teacher to develop a better understanding of individual differences, child growth, and development. The organization of the student-teaching program does provide guided contact with children and youth of different maturity levels to a moderate degree. Those students who do their student teaching in the Fort Worth Public Schools usually work with five or more different classes each day, and these classes consist of pupils enrolled in the sixth, seventh, and eighth grades. Three of the Fort Worth Public Schools used for student-teaching laboratories are combination junior and senior high schools.

Those student teachers who are assigned to the Laboratory School and to the Denton Junior and Senior High Schools

teach for one period a day and, as a result, usually come in contact with only one grade level. The students who are assigned to the Aubrey and Pilot Point Public Schools teach for a period of six weeks on a one-half school day basis and come in contact with at least three different grade levels.

The organization of the student-teaching program does provide for guided contacts with youth of different abilities, because in all of the schools serving as laboratory schools, the groups of children are heterogeneous. It is believed that the organization of the program also provides guided contacts with children of different socio-economic backgrounds, in that the schools selected and used for student-teaching laboratories are typical American schools located in typical American communities.

Those who administer and supervise the student-teaching program study each laboratory school extensively with respect to selecting a school which provides a typical educational program for student teachers. One of the reasons why industrial arts students at North Texas State College are assigned to the Fort Worth Public Schools is to provide opportunities for these student teachers to work in a general industrial arts program. Of the twenty-eight industrial arts programs in the Fort Worth Public Schools, only those programs which are general industrial arts programs are used as student-teaching laboratories. It is doubtful, however, if the student-teaching assignment is of sufficient length for the

student teachers to observe and study child growth and development for a sufficient period of time. This is particularly true with those students who spend only six weeks in student teaching.

Principle IV states that the student-teaching program should provide opportunities for the student teacher to participate in all of the important phases of the teachers' activities, which include both in-school and out-of-school activities. The present organization and administration of the student-teaching program provides opportunities to a very limited degree for the student teachers to attend and participate in faculty meetings. Due to the large number of student teachers assigned to the Denton Public Schools, Aubrey Public Schools, and Pilot Point Public Schools, this practice is discouraged. Those students who are assigned to the Fort Worth Public Schools are expected to attend and participate to a limited extent in the faculty meetings. Each principal of the Fort Worth Schools involved in the industrial arts student-teaching program regards the student teachers as regular members of the staff with respect to attending faculty meetings and attempts to place a limited amount of responsibility on each student teacher.

The student-teaching program does provide opportunities for the student teacher to observe and to participate in planning the work of the students with the supervising teachers to a moderate degree. This is particularly true with

respect to those student teachers assigned to the Denton Public Schools and the Laboratory School, because the student teacher reports to the assignment at the beginning of each semester when the work for the semester is being planned by the students and the regular teachers. This is also true to a moderate degree with those who teach in the Fort Worth Public Schools, because the student teachers report to their assignments at the beginning of a new six weeks period. All of the schools used as laboratory schools in the Fort Worth system offer units in industrial arts on a six weeks basis, therefore affording an opportunity for the student teacher to observe and participate in the planning and organizing of each new unit of work.

The student-teaching program provides little or no opportunity for those student teachers assigned to the public schools in Denton, Pilot Point, Aubrey, and the Laboratory School to participate in community activities such as working with lay groups concerned with civic and educational problems and out-of-school youth activities and organizations including the Boy Scouts, teen-age clubs, and religious organizations. This situation is due to two reasons. On account of the large number of student teachers assigned to the Denton Public Schools from the entire college, this practice is discouraged. Those students who are assigned to the Pilot Point and Aubrey Public Schools commute daily, and as a result, they find it difficult, if not impossible, to

participate in any of these activities. Because not more than two student teachers are assigned to the same school in the Fort Worth Public School System, opportunity for participation in all of the activities of a teacher is greater. Each supervising teacher and principal is encouraged to make arrangements whenever possible to bring student teachers under their supervision into contact and active participation in the various out-of-school activities occurring within the school community.

Principle V states that the student-teaching experiences should be planned cooperatively and developed by the student teacher and his advisers. The present organization and administration of the program do permit and encourage all college personnel working in a supervisory capacity to participate in the planning of the work of the student teacher with the supervising teacher and the student to a moderate degree. As a general rule the consultant for student teaching in industrial arts observes and confers with the laboratory teacher and student at least once a week. All student teachers assigned to the Denton, Aubrey, and Pilot Point Public Schools are urged to have at least one conference each week with the college supervisor in order to discuss the student-teaching experience and any problem encountered.

Principle VI states that the student-teaching program should be organized and administered so as to provide a high degree of continuity and correlation of the student-teaching

experience with all of the major phases of the student teacher's professional education. The student-teaching experience is not regarded as a small unrelated segment of the professional preparation of a teacher and earmarked as a course to be completed under the sole direction of one designated individual. All student teachers are urged to confer with any and all members of the industrial arts staff concerning any problem or problems encountered during the student-teaching experience. There are evidences which indicate that each staff member of the Industrial Arts Department develops his work and courses so as to provide and encourage continuous growth with respect to the total preparation of the student.

There is a moderate degree of correlation and continuity in all of the industrial arts courses leading to and prerequisite to student teaching. This correlation and continuity with respect to the professional integration education courses is not present, in the main. "Education Course No. 242," which pertains to supervised observation as provided in the professional education curriculum, occurs in the last semester of the student's sophomore year. The student does not do his student teaching, however, until the first semester of his senior year. As a result, there is little if any continuity between the two experiences which are considered basic and fundamental in the preparation of a teacher.

Principle VII states that adequate physical facilities and personnel should be provided for conducting an effective

student-teaching program. The student-teaching program in industrial arts meets this principle to a limited degree. In some of the schools used as student-teaching laboratories the opportunities for each student teacher to observe and participate in all of the major activities of a teacher's regular work are provided only in part. Because of the fact that some of the industrial arts students work at part-time jobs in order to remain in school, and some of the students are married and have families, there has been a tendency to place too many students in the Denton, Aubrey, and Pilot Point Public Schools and the Laboratory School to do student teaching. As a result of the large number of students assigned to these schools, the opportunity to observe and participate in all of the major activities of a teacher's regular work is limited.

The necessary physical facilities, equipment, tools, materials, and teaching aids necessary for effective teaching are provided and present in all of the student-teaching laboratories to a high degree. The organization of the present program does not provide enough qualified personnel to supervise adequately and to guide the student teachers in their student-teaching experiences. This is the position that was taken because only one industrial arts staff member, in the main, has been provided for the student-teaching phase of the preparation of industrial arts teachers. The number of student teachers per semester in industrial arts for the past six years has ranged from a low of twenty-nine student

teachers to a high of seventy-eight student teachers each school year, and from three to thirteen separate schools have been used as student-teaching laboratories.

Principle VIII states that the staff members of the teacher education institution and of the laboratory schools who work directly and indirectly with the student-teaching program should have adequate academic preparation and successful experience in all of the major phases of student teaching. It is believed that as a composite group all the personnel who work directly and indirectly with the industrial arts student-teaching program from the standpoint of degree status, number of semester hours completed in industrial arts, and teaching experience meet the requirements embodied in Principle VIII to a moderate degree.

During the school year of 1951-1952, twenty-two industrial arts teachers in the Fort Worth, Denton, Aubrey, and Pilot Point Public Schools, and the college Laboratory School served as supervising teachers in the industrial arts student-teaching program, as well as the supervisor of industrial arts of the Fort Worth Public Schools. All of these twenty-three teachers have completed the baccalaureate degree and sixteen of them have completed the master's degree. A total of 1,216 semester hours in industrial arts has been completed by these twenty-three teachers, or an average of 52.9 semester hours per teacher. These teachers have taught a total of 257 years, or an average of 11.17 years per teacher.

The ten regular staff members of the Industrial Arts Department at North Texas State College have all completed the master's degree, and one has earned the Ph.D. degree. A total of 646 semester hours in industrial arts has been completed by the ten staff members, or an average of 64.6 semester hours per teacher. A total of 197 semester hours has been completed by these teachers in addition to the last degree completed, or an average of 19.7 semester hours per teacher. The ten staff members have taught a total of 139 years, or an average of 13.9 years each. The average number of years of public school teaching experience for each industrial arts staff member was 4.3 years.

The supervising teachers and industrial arts staff hold 100 per cent membership in the Texas Vocational Association and in the Texas State Teachers Association. Eight of the industrial arts staff have membership in the American Vocational Association; four have membership in the American Industrial Arts Association; one has membership in the American Council on Industrial Arts Teacher Education; and three have membership in the National Education Association.

Principle IX states that the student-teaching program should provide for the preparation and guidance of student teachers in their observation prior to student teaching and should provide for gradual induction into the actual teaching experience. The present organization of the student-teaching program does not provide for directed and supervised

observation in the laboratory schools immediately prior to the student-teaching experience. The only directed and supervised observation in the laboratory schools the student teachers receive occurs at least one year prior to the student-teaching experience. As a rule, however, the student-teaching assignments are made from six to eight weeks prior to the actual student-teaching experience, and each student teacher is urged to spend at least one week observing the class or classes he is to teach. This is possible, however, only for those students who are assigned to the Denton Junior and Senior High Schools and the Laboratory School.

All student teachers do receive preparation and counseling regarding their assignment and work immediately prior to reporting to the supervising teacher to an extensive degree. The consultant for student teaching in industrial arts arranges for both group and individual meetings of student teachers and supervising teachers prior to actual student teaching. The supervisor of industrial arts in the Fort Worth Public Schools and the principals of each school in the Fort Worth Public Schools make available to the student teachers all mimeographed materials with respect to school policies, organization, and the calendar of school events. This material is studied carefully and discussed by the student teachers and college representatives meeting as a regularly scheduled class prior to the assignment. Each supervising teacher, in the main, observes the student teacher as to ability and readiness

and gradually inducts him into the actual student-teaching experience.

Principle X states that there should be a clearly stated agreement between the officials of the teacher education institution and the schools which are used as laboratory schools for student teaching with respect to the assignment of student teachers, number of students, placement of students, and the selection of supervising teachers; there should be a stated agreement with respect to the curriculum and methods of instruction and the responsibilities of the supervising teacher, student teachers, and other personnel working directly or indirectly with the student-teaching program; this agreement should be clearly stated, agreed upon, and understood by all concerned. When the criteria designed to determine if this principle was present and functioning were applied to the student-teaching program, it was found that the organization and administration fail to meet the criteria in almost every respect.

There is a clearly stated working agreement between the officials of North Texas State College and the Denton Independent School District. There is not a clearly stated working agreement between the officials of North Texas State College and any of the other schools used as laboratory schools. All agreements concerning student teaching in the other schools serving as laboratory schools have been verbal agreements. As a result, the responsibilities of the student

teachers have been identified and clearly stated only in so far as it was possible for the student teachers, supervising teacher, and consultant for student teaching in industrial arts to agree in each particular assignment.

The responsibilities of the supervising teachers and other college personnel working with the program in the Denton Public Schools have been identified and defined to a very limited degree. The Director of Teacher Education, who is in over-all charge of student teaching, stated that this particular program was still in the formative stage and that definite responsibilities could not be defined as yet.[1]

As a result of the foregoing conditions, the principles and procedures with respect to the selection of supervising teachers have not been determined and clearly stated. Obviously there cannot be a complete understanding by all personnel involved concerning Principle X and its implications.

Principle XI states that the work done by all personnel in connection with the student-teaching program in the teacher education institution and schools which are used as student-teaching laboratories should be considered as a part of the regular teaching load. The work done by college personnel with respect to the preparation, guidance, and supervision of student teachers is considered in determining the regular teaching load. The teaching load of the consultant

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[1]R. Wayne Adams, personal interview.

for student teachers in industrial arts includes one regular class, plus work with the student teachers. The work done by teachers in schools which are used as student-teaching laboratories with respect to guiding and supervising the student teachers is not considered in determining their regular teaching loads.

The industrial arts teachers in the Denton Junior and Senior High Schools teach from five to six classes daily and often times have an equal number of student teachers per day. The same condition exists in the Laboratory School. Only one student teacher is assigned to a teacher each semester in the Fort Worth Public Schools.

Principle XII states that the evaluation of the student-teaching experience should be in terms of individual growth in the acquisition of knowledge, abilities, and their application, which are prerequisite and essential to effective teaching. The student teacher and his work are evaluated in terms of individual growth with respect to the acquisition of essential knowledge, development of abilities, and their application to only a moderate degree.

A checklist designed to identify strengths and weaknesses of the student teachers is used as an aid in evaluating the student teacher and his work. This checklist is completed by both the student teacher and supervising teacher twice during the student-teaching experience. The student teacher and supervising teacher compare the two checklists

and discuss apparent strengths and weaknesses identified by both. As a result, evaluation of the student teacher and his work is considered as continuous to a moderate degree. The consultant for student teaching in industrial arts also completes a checklist and counsels and advises with both student teachers and supervising teachers concerning the student teachers' growth at periodic intervals, and assists the supervising teacher and student teacher in determining a final grade.

Principle XIII states that teachers who serve as supervising teachers in schools used as student-teaching laboratories should be compensated for their services. The present organization and administration of the student-teaching program operating under the auspices of North Texas State College do not provide for any type of compensation for the supervising teachers in the cooperating schools.

Principle XIV states that the organization and administration of the student-teaching program should provide for and encourage systematic continuous study and evaluation of the program in all of its various aspects for remedial purposes. The organization and administration of the student-teaching program do provide for the continuous study and evaluation.

The director of all student teaching and the consultant for student teaching in industrial arts hold frequent conferences to discuss apparent weaknesses and to provide ways

and means of improving the program. Each supervising teacher is asked to report any suggestions he may have for improving the program. These suggestions are carefully studied and used whenever possible. Each student teacher is asked to keep a diary of his student-teaching experience, and these diaries are carefully studied in order to gather information which may be used for remedial purposes. All student teachers and supervising teachers are urged at all times to discuss with both the director of student teaching and the consultant for student teaching in industrial arts any and all ideas and suggestions concerning the improvement of the program in any of its phases.

Summary.--The instrument which was designed to ascertain the extent to which the fourteen principles were present and implemented when applied to the program gave a composite picture of the organization, administration, and implementation of the student-teaching program for industrial arts teachers at North Texas State College, Denton, Texas. The analysis revealed that seven of the principles were present and implemented to a moderate degree. Those principles present pertain to the following phases of the program: (1) the presence of flexibility within the total program in order to provide for individual needs and interests of the student teachers; (2) providing opportunities for guided contacts with children and youth of different abilities, maturity levels, and socio-economic backgrounds; (3) the

planning of the work of the student teacher as a cooperative enterprise involving the student teacher, supervising teacher, and other personnel; (4) adequate facilities and personnel; (5) academic preparation and teaching experience of the personnel involved in the program; (6) the evaluation of the student-teaching experience by the student teacher, supervising teacher, and other personnel; and (7) systematic and continuous study and evaluation of the program for remedial purposes.

The analysis revealed that one of the principles was present and implemented to a slight degree. The program does provide limited opportunities for the student teachers to participate in all of the major phases of a teacher's work which includes both in-school and out-of-school activities. The analysis also revealed that four of the principles were not present in the organization, administration, and implementation of the program. The phases of the organization, administration, and implementation of the program which these principles concern are as follows: (1) the necessity of having stated objectives for use in determining the general framework of the organization, administration, and implementation of the student-teaching program; (2) the compensation of supervising teachers for their services; (3) clearly stated agreements between the officials of the teacher education institution and the schools serving as laboratory schools; (4) the continuity and correlation of the

student-teaching experience with the total program of preparation. The weaknesses revealed by the analysis should be of value to those who are studying the program for the purpose of improving it.

# CHAPTER VI

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Sometimes because of the expediency of the situation, changes are made in college programs and courses which are based largely on hypotheses. Oftentimes, these changes tend to become permanent once they are made. There is reason to believe that many of the changes affecting the organization, administration, and implementation of the student-teaching program for industrial arts students at North Texas State College, Denton, Texas, have been based upon hypotheses rather than on the results of research pertaining to particular problems which prompted changes.

Summary.--This study was an analysis of the organization, administration, and implementation of the student-teaching program for industrial arts students at North Texas State College. It was presupposed that in order to conduct the study, principles of student teaching and criteria would have to be developed to guide the study and to make the analysis.

The reasons presented in Chapter I as to why the study should be made are briefly restated as follows: first, to ascertain basic principles as related to these phases of a student-teaching program from the literature in the field of

teacher education; second, to develop criteria to be used to determine the extent to which the basic principles which were identified were present and implemented in the student-teaching program for industrial arts teachers at North Texas State College; and third, to recommend ways and means for improving the program based upon this investigation.

The procedure used in making the analysis follows: The literature in the field of teacher education concerning basic principles and standards underlying the organization, administration, and implementation of a student-teaching program was studied. The literature was also reviewed for evaluative criteria believed to be appropriate for use in analyzing these above phases of a student-teaching program. After an investigation of the literature, it was found that the amount of research which had been completed with special reference to the organization, administration, and implementation of a student-teaching program was limited, particularly research in which principles had been developed and validated. Three studies were found, two of which have been completed within the past five years, in which basic principles had been developed and validated; these three studies were used extensively in this investigation. No reference was found concerning evaluative criteria for use in making an analysis of the organization, administration, and implementation of student teaching.

The principles which were developed in the three studies and considered as basic and fundamental to the organization, administration, and implementation of a student-teaching program were presented in this investigation. After a study of each of the principles had been made, fourteen were selected and used. Each of the principles selected pertained to a distinct phase of the organization, administration, and implementation of student-teaching programs. Criteria designed to ascertain the extent to which the principles were present and implemented in the program under study were formulated and stated. Finally, the selected principles and criteria were combined into an instrument in the form of a checklist. This instrument was used in making the analysis. An attempt was made to maintain simplicity in the organization of the contents and format of the instrument in order to require a minimum amount of directions and time in applying it to the program.

The Director of Teacher Education, who is also in overall charge of all student teaching, the Dean of the School of Education, and the consultant for student teaching in industrial arts at North Texas State College, Denton, Texas, applied the instrument to the industrial arts student-teaching program. There was general agreement of all persons with respect to whether or not each of the fourteen principles was present and the degree to which each principle was implemented. The data and information obtained from the

literature used in this study and from the instrument which was applied to the program were analyzed for meaning and implications.

Conclusions.--During the process of conducting and completing this study, two sets of conclusions emerged. One set of conclusions pertained to the use of current literature and research completed in the field of teacher education as a source from which to draw valid data and principles for use in studying new problems in the field of teacher education. The second set of conclusions was directly related to the results of the analysis. The following conclusions were drawn:

The research completed and available in the field of teacher education is not fully utilized. The results of the completed research should be studied carefully with reference to their use in resolving new problems in the field of teacher education.

The validity of the principles selected and used in this investigation has been established in other research studies, but the validity of the criteria formulated in this study and used to determine the extent to which the principles were present and implemented in the student-teaching program for industrial arts student teachers at North Texas State College is unknown. The validity of these criteria can be established through further study and application to other programs.

There are no stated objectives concerning student teaching at North Texas State College, Apparently, Principle I,

which pertains to the importance of stated objectives for use in determining the general framework of the organization, administration, and implementation of the student-teaching program at North Texas State College, is not recognized.

Principle X, which pertains to stated agreements between the officials of North Texas State College and the officials of the schools which are used as student-teaching laboratories for industrial arts, is recognized but actually operates in only one instance. As a result, the responsibilities of all personnel involved in the student-teaching program, with the exception of the personnel of the Denton Public Schools, have not been completely and clearly defined.

The present program does not provide for any compensation for the supervising teachers in the laboratory schools who guide and direct the industrial arts student teachers. As a result, the college does not have any control over the student-teaching laboratories or the supervising teachers with respect to the methods and techniques of teaching and the curriculum.

The organization and administration of the student-teaching program considers the work done by college personnel in connection with the industrial arts student-teaching program in determining their regular teaching load. The work done by those who serve as supervising teachers in the laboratory schools is not considered in determining their regular teaching load.

The organization of the student-teaching program does not provide for enough qualified personnel to supervise effectively the student teachers in their student-teaching experience and to conduct the total program. Adequate physical facilities are provided for conducting an effective program to a moderate degree.

Based upon degree status and teaching experience, the staff members of North Texas State College and of the laboratory schools who work with the industrial arts student-teaching program appear to have adequate academic preparation and successful teaching experience. The staff as a whole has exhibited continuous professional growth and preparation.

The student-teaching experiences are cooperatively planned by the student teacher and his advisers to a moderate degree.

Principle VI, which pertains to the continuity and correlation of the student-teaching experience with all of the major phases of the professional preparation of a teacher, is present and implemented only to a slight degree at North Texas State College.

The organization and administration of the student-teaching program does not provide for directed and supervised observation in the laboratory schools immediately prior to the student-teaching experience. Provisions are made, however, for each student teacher in industrial arts

to receive extensive preparation and counseling from the industrial arts staff prior to the student-teaching assignment and work. Each student teacher, depending upon his ability and readiness, is gradually inducted into the actual student-teaching experience.

The organization and administration of the student-teaching program provides only limited opportunities for the student teachers to participate in all of the important activities of a teacher. Most of the student-teaching activities are limited to the regular activities of a classroom.

The organization and administration of the student-teaching program are flexible to a moderate degree with respect to providing for the individual needs of the student teachers. Improvement could be made in this phase of the organization and administration of the program.

The organization and administration of the student-teaching program permit and encourage continuous study and evaluation of the program in all of the various phases for remedial purposes. The study and evaluation of the program, however, are not systematic, and the majority of the personnel who are involved in the program do not participate.

The evaluation of the supervised student-teaching experience of each student teacher in industrial arts involves a consideration of individual growth, the acquisition of knowledge, and ability with reference to the methods and techniques of teaching and their application.

The present organization, administration, and implementation of the student-teaching program for industrial arts teachers at North Texas State College meets Principles II, III, V, IX, and XII, which are a part of Standard VI of the American Association of Colleges for Teacher Education and which are embodied within the instrument which was applied to the program to a moderate degree.

The organization, administration, and implementation of the student-teaching program at North Texas State College do not meet satisfactorily Principles I, IV, VI, VII, X, XI, and XII included in the instrument which was applied to the program. These phases of the program can be improved through study and planning on the part of the staff of the teacher-education program.

The student-teaching program for industrial arts teachers at North Texas State College is an autonomous unit of the total student-teaching program. It is responsible to and must function within the general organizational and administrative framework of the total student teaching and teacher-education program. Improvement in the organization, administration, and implementation of the industrial arts student-teaching program will, therefore, depend upon improvements in the total student-teaching program. All suggested revisions must have the approval of the administrative personnel of the teacher-education program and the President and the Board of Regents of North Texas State College.

Recommendations.--One of the purposes of the study was to offer suggestions which might be of value to those responsible for the organization, administration, and implementation of the student-teaching program for industrial arts students at North Texas State College. In offering suggestions for improving the program, it is recognized that the organization, administration, and implementation of the student-teaching program for industrial arts teachers should be compatible with the over-all framework and policies of the total student-teaching and teacher-education program. In practically every instance, the suggestions offered for improving the weaknesses identified in this analysis cannot be accomplished until the organization, administration, and implementation of the over-all student-teaching program are improved.

The following suggestions for improving the program are offered:

A study of the organization, administration, implementation of the total student-teaching program at North Texas State College should be made, using an appropriate instrument, to identify the strengths and weaknesses of the program for remedial purposes.

The objectives of the student-teaching program should be identified, stated, and generally agreed upon by all of the personnel involved in the student-teaching and teacher-education program.

The organization, administration, and implementation of the student-teaching program should permit greater flexibility with respect to the length of the student-teaching assignment. The needs and interests of all student teachers are not the same, and the organization and administration of the program should permit the length of the student-teaching assignment to be determined by the needs of the individual students for supervised and directed student-teaching experiences.

Arrangements should be made so that a greater number of public schools can be used as student-teaching laboratories for industrial arts so that the number of student teachers assigned to the Denton Public Schools and the Laboratory School can be reduced.

A study should be made to determine the desirable number of student teachers per supervising teacher each school year. When the desirable number of students per teacher has been ascertained, a policy should be formulated and applied to the total student-teaching program.

The industrial arts staff should study critically the industrial arts curriculum and methods and techniques of teaching in order to provide better continuity and correlation of the course work, the methods and techniques of teaching, and the student-teaching experiences.

The curriculum pattern of the professional education courses should be studied for the possibility of providing a more functional sequence of courses with particular reference

to supervised and directed observation and the student-teaching experience.

There should be contractural agreements between the officials representing North Texas State College and the officials representing each public school which is used for a student-teaching laboratory. Each contract should state clearly the policies with respect to the selection of supervising teachers, the placement of student teachers, the number of student teachers per semester, the methods and techniques of instruction, the subject matter content, and the responsibilities of all the personnel involved in the student-teaching program.

A study should be made by the officials at North Texas State College and the officials of each school serving as a student-teaching laboratory with reference to providing compensation for those teachers who serve as supervising teachers.

The organization and administration of the over-all student-teaching program at North Texas State College should provide a system of continuous study and evaluation of the total program and those programs operating in the different subject matter areas.

## APPENDIX A

## LIST OF CONSULTANTS USED BY THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES TO SERVE IN AN ADVISORY CAPACITY IN THE REVISION OF STANDARD VI

| Name | Position | Institution |
|---|---|---|
| L. O. Andrews | Director of Teacher Education | Indiana University, Bloomington, Ind. |
| Kathryn Anthony | Director of Elementary Training Schools | Madison College, Harrisonburg, Va. |
| Neal Billings | Director of Teacher Education | State Teachers College, Milwaukee, Wis. |
| F. C. Borgeson | Professor of Education | New York University, New York, N. Y. |
| John Carrington | Director of Teacher Education | Illinois Normal University, Normal, Ill. |
| Dwight Curtis | Director of Teacher Education | State Teachers College, Cedar Falls, Iowa |
| Helen Davis | Principal, Elementary Laboratory School | Colorado State College of Education, Greeley, Colorado |
| Esther Dunham | Assistant Professor of Education | Ohio University, Athens, Ohio |
| Benjamin Frazier | Senior Specialist in Teacher Training | United States Office of Education, Washington, D. C. |
| Edwin S. Fulcomer | Head, English Department | State Teachers College, Montclair, N. J. |

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|---|---|---|
| Dorothy Gray | Supervisor of Student Teachers, Social Studies | Queens College, New York, N. Y. |
| Paul Grim | Director of Student Teaching | University of Minnesota, Minneapolis, Minn. |
| Walter E. Hager | President | Wilson Teachers College, Washington, D. C. |
| L. D. Haskew | Dean of School of Education | University of Texas, Austin, Texas |
| Amanda Hebeler | Professor of Education | State Teachers College, Ellensburg, Wash. |
| Edna Heilbronn | Assistant Professor, Laboratory Schools | Central Michigan College of Education, Mt. Pleasant, Mich. |
| Harriet Howard | Supervisor of Student Teaching | National College of Education, Evanston, Ill. |
| Charles W. Hunt | President | State Teachers College, Oneonta, N. Y. |
| Camilla Low | Director of Laboratory Activities | University of Wisconsin, Madison, Wis. |
| Jane McAllister | Head, Department of Education | Miner Teachers College, Washington, D. C. |
| E. T. McSwain | Professor of Education | Northwestern University, Evanston, Ill. |
| Esther Martinson | Supervisor, Laboratory School | State Teachers College, Valley City, N. D. |
| J. C. Matthews | Dean of Education | North Texas, Denton, Texas |
| Gordon Mork | Director of Laboratory School | State Teachers College, Bemidji, Minn. |
| Mary Reed | Assistant Director of Student Teaching | Indiana State Teachers College, Terre Haute, Ind. |

| | | |
|---|---|---|
| Erwin Sasman | Curriculum Director | State Teachers College, Willimantic, Conn. |
| Raleigh Schorling | Professor of Education | University of Michigan, Ann Arbor, Mich. |
| Maycie Southall | Professor of Elementary Education | Peabody College, Nashville, Tenn. |
| F. W. Thomas | President | Fresno State College Fresno, Calif. |
| Roscoe West | President | State Teachers College, Trenton, N. J. |
| Louise Willson | Supervisor, University School | University of Kentucky, Lexington, Ky. |
| Laura Zirbes | Professor of Education | Ohio State University, Columbus, Ohio |

# APPENDIX B

## EVALUATIVE CRITERIA FOR USE IN MAKING AN ANALYSIS OF THE ORGANIZATION, ADMINISTRATION, AND IMPLEMENTATION OF A STUDENT-TEACHING PROGRAM

Name of Institution:_____

Location:_____ Date:_____

Checklist completed by:_____

Standard VI of the American Association of Colleges for Teacher Education, which pertains to the laboratory and student-teaching experiences as a part of the professional preparation of teachers, is a qualitative statement of the laboratory and student-teaching experiences believed to be desirable and essential in the professional preparation of teachers. The following checklist has been formulated from principles which have been developed and accepted by this Association and by other individuals. Each principle has been accepted as being basic and prerequisite to the organization, administration, and implementation of a program of student teaching designed to afford this phase of the professional preparation of teachers. It is believed that when the checklist has been applied to a program and the results

studied, it will provide a composite picture of the organization, administration, and implementation of the student-teaching program and will be of value in identifying strengths and weaknesses of the program.

Directions for using the instrument.--With each stated principle, criteria are presented to be used in determining the degree to which each principle is present and operative in the organization, administration, and implementation of the student-teaching program under study. If the principle is not recognized and functioning, place a check mark ( ✓ ) in the column indicating "no." The three terms "extensively," "moderately," and "slightly" are used to indicate the extent to which the principle is implemented when it is present and functioning. Place a check mark ( ✓ ) in the column which best describes the degree to which each criterion is fulfilled.

Anyone using this instrument for making an analysis of the organization, administration, and implementation of a student-teaching program should feel free to add checklist items where the following list seems to be incomplete. An attitude of professional cooperation, helpfulness, and constructive criticism, and not an attitude of inspection and fault-finding, should be maintained.

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| **Principle I:** There should be objectives which determine the general framework of the organization and administration of the student-teaching program; these objectives should be stated, understood, and agreed upon by all personnel responsible for and working with the program. | | | | |
| 1. Is the student-teaching program determined by specific objectives? | ✓ | | | |
| 2. Are the objectives clearly stated? | ✓ | | | |
| 3. Are the objectives understood by all personnel working with the program? | ✓ | | | |
| 4. Are the objectives agreed upon by all personnel working with the program? | ✓ | | | |
| 5. Are the objectives accepted by all personnel working with the program? | ✓ | | | |
| **Principle II:** The student-teaching program should provide for flexibility in the organization, administration, and implementation of the program so as to provide for the needs and abilities of student teachers. | | | | |
| 1. Is the organization of the program flexible so as to provide for the individual needs and abilities of student teachers? | | | ✓ | |

| Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively. | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 2. Does the organization and administration of the program provide for more than one student-teaching assignment for those who appear to need further supervised teaching experience? | | | ✓ | |
| 3. Is the length of the student-teaching assignment the same for all student teachers? | | | | ✓ |
| 4. Are the needs of the student teachers studied with respect to placing them with supervising teachers in laboratory schools which will provide a definite pattern of student-teaching experiences? | | | | ✓ |
| Principle III: | | | | |
| The organization and administration of the student-teaching program should provide guided contacts with children and youth of different abilities, maturity levels, and socio-economic backgrounds for a period of time in order to provide opportunities for the student teacher to develop a better understanding of individual differences, child growth, and development. | | | | |
| 1. Does the organization of the student-teaching program provide guided contacts with children and youth of different maturity levels? | | | ✓ | |
| 2. Does the organization of the student-teaching program provide guided contacts with children and youth of different abilities? | | | ✓ | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | |
|---|---|---|---|
| | Yes | | |
| No | (1) | (2) | (3) |
| 3. Does the organization of the student-teaching program provide guided contacts with children of different socio-economic backgrounds? | | ✓ | |
| 4. Are the schools which are used for student-teaching laboratories typical American schools? | | | ✓ |
| 5. Do those who administer and supervise the student-teaching program study each student-teaching laboratory with respect to the selection of typical educational programs for student teachers? | | | ✓ |
| 6. Is the length of the student-teaching assignment sufficient for the student teacher to observe and study child growth and development? | | ✓ | |
| Principle IV: The student-teaching program should provide opportunities for the student teachers to participate in all of the important phases of a teacher's activities which include both in-school and out-of-school activities. | | | |
| 1. Does the student-teaching program provide opportunities for the student teacher to observe and participate in the planning of the work with the students and other school personnel? | | ✓ | |
| 2. Does the student-teaching program provide opportunities for the student teacher to attend and participate in faculty meetings? | ✓ | | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 3. Does the student-teaching program provide opportunities for the student teacher to work with other staff members and students on various school committees and projects? | | ✓ | | |
| 4. Does the student-teaching program provide opportunities for the student teacher to work with student groups such as home rooms, student councils, and other school clubs? | | ✓ | | |
| 5. Does the student-teaching program provide opportunities for the student teacher to participate in community activities, such as working with lay groups concerned with civic and educational problems within the school community? | | ✓ | | |
| 6. Does the student-teaching program provide opportunities for the student teacher to work with out-of-school youth activities and organizations such as Boy Scouts, inter-community competitive sports, religious organizations, and teenage clubs? | | ✓ | | |
| Principle V: | | | | |
| The student-teaching experiences should be cooperatively planned and developed by the student teacher and his advisers. | | | | |
| 1. Does the organization and administration of the program permit designated college personnel to participate in the supervision of the student teacher in actual laboratory work? | | | ✓ | |

| Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively. | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 2. Does the organization and administration of the student-teaching program permit and encourage the supervising teacher, college personnel, and the student teacher to plan cooperatively the general framework of the student-teaching experience? | | | ✓ | |
| 3. Does the student-teaching program permit the college personnel to confer with the student teacher and laboratory teacher concerning the growth and development of the student teacher? | | | | ✓ |
| Principle VI: The student-teaching program should be organized and administered so as to provide a high degree of continuity and correlation of the student-teaching experiences with all of the major phases of the student teacher's professional education. | | | | |
| 1. Is the student-teaching experience regarded as an unrelated segment of the professional preparation of a teacher and earmarked as a course to be completed under the sole direction of one designated individual? | ✓ | | | |
| 2. Is there a high degree of correlation and continuity in all of the courses leading to and prerequisite to student teaching? | ✓ | | | |
| 3. Do the courses which are concerned with supervised observation immediately precede the student-teaching assignment? | ✓ | | | |

Directions: If the principle is not recognized and present, indicate by checking ( ). If principle is present, indicate the degree of implementation by checking ( ) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 4. Do the courses concerned with the methods and techniques of teaching immediately precede the student-teaching assignment? | | | ✓ | |
| 5. Does the philosophy prevail that every staff member engaged in the teacher-education program has an obligation to develop his work and courses so as to provide and encourage continuous growth with respect to the total program of the student? | | | | ✓ |
| Principle VII: Adequate physical facilities and personnel should be provided for conducting an effective student-teaching program. | | | | |
| 1. Are a sufficient number of schools used as student-teaching laboratories so as to provide adequate opportunities for each student teacher to observe and participate in all of the major activities of a teacher's regular work? | | ✓ | | |
| 2. Are the necessary physical facilities, equipment, tools, materials, and teaching aids necessary for effective teaching present in the schools which are used as student-teaching laboratories? | | | ✓ | |
| 3. Does the program provide enough qualified personnel to guide effectively and supervise the student teachers in their student-teaching experience and to conduct the total program? | ✓ | | | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 4. Are the classes taught by student teachers typical classes with respect to the number of students? | | | | ✓ |
| Principle VIII: The staff members of the teacher-education institution and schools which serve as laboratory schools who work directly and indirectly with the student-teaching program should have adequate academic preparation and successful experience in all of the major phases of student teaching. | | | | |
| 1. Are the staff members of the laboratory schools who supervise student teachers qualified from the standpoint of college preparation? | | | ✓ | |
| 2. Are the college staff members who directly and indirectly work with the student-teaching program qualified from the standpoint of college preparation? | | | ✓ | |
| 3. Have the supervising teachers in the laboratory schools who work with student teachers had successful teaching experience in public schools? | | | ✓ | |
| 4. Have the college staff members who work with student teachers had successful teaching experience in public schools? | | | ✓ | |
| 5. Have the supervising teachers who work with student teachers exhibited continuous professional preparation and growth? | | | ✓ | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 6. Have the college staff members who work with student teachers exhibited continuous professional preparation and growth? | | | ✓ | |
| 7. Are the college staff members who guide and supervise student teachers in their laboratory experiences qualified in their major teaching field? | | | | ✓ |
| 8. Are the laboratory teachers who guide and supervise student teachers in their laboratory experiences qualified in their major teaching field? | | | ✓ | |
| 9. Are sound and acceptable methods and techniques of teaching used by those who supervise and guide student teachers in their laboratory experiences? | | | ✓ | |
| Principle IX: The student-teaching program should provide for the preparation and guidance of student teachers in their observation prior to student teaching and should provide for gradual induction into the actual teaching experience. | | | | |
| 1. Does the program provide for directed and supervised observation in laboratory schools immediately propr to the student-teaching experience? | ✓ | | | |
| 2. Does the student teacher observe the classes or class he is to teach prior to the actual student-teaching assignment? | | ✓ | | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | |
|---|---|---|---|
| | Yes | | |
| No | (1) | (2) | (3) |
| | | | ✓ |
| | | ✓ | |
| | | | |
| | ✓ | | |
| | ✓ | | |

3. Does the student teacher receive proper preparation and counseling concerning his assignment and work immediately prior to reporting to the supervising teacher?

4. Is the student teacher gradually inducted into the actual student-teaching experience by the supervising teacher depending upon the student teacher's ability and readiness?

Principle X:

There should be a clearly stated agreement between the officials of the teacher education institution and of each school which is used as a laboratory school for student teaching with respect to the assignment of student teachers, number of student teachers, placement of student teachers, and the selection of the supervising teachers; there should be a stated agreement with respect to the curriculum and methods of instruction, and the responsibilities of the supervising teacher, student teacher, and other personnel working directly or indirectly with the student-teaching program; this agreement should be clearly stated, agreed upon, and understood by all concerned.

1. Is there a clearly stated working agreement between the officials of the teacher education institution and each school which serves as a student-teaching laboratory?

2. Have the responsibilities of the student teacher been identified and clearly stated?

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 3. Have the responsibilities of the supervising teacher been identified and clearly stated? | | ✓ | | |
| 4. Have the responsibilities of other college personnel working with the program been identified and clearly stated? | | ✓ | | |
| 5. Have the policies and procedures with respect to the assignment of student teachers and the number of student teachers been determined and clearly stated for each school? | ✓ | | | |
| 6. Have the policies and procedures with respect to the selection of supervising teachers been determined and clearly stated? | ✓ | | | |
| 7. Is there a clearly stated agreement between the institution and each laboratory school with respect to the curriculum and methods of instruction? | ✓ | | | |
| 8. If such an agreement has been executed, is the agreement and all of the provisions thoroughly understood and agreed upon by all personnel involved? | ✓ | | | |
| Principle XI: | | | | |
| The work done by all personnel in connection with the student-teaching program in the teacher education institution and schools which are used as student-teaching laboratories should be considered as a part of the regular teaching load. | | | | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| 1. Is the work done by college personnel with respect to the preparation, guidance, and supervision of student teachers considered in determining their regular teaching load? | | | ✓ | |
| 2. Is the work done by teachers in schools which are used as student-teaching laboratories with respect to guiding and supervising student teachers considered in determining their regular teaching load? | ✓ | | | |
| Principle XII: Evaluation of the student-teaching experience should be in terms of individual growth in the acquisition of knowledge and abilities and their application which are prerequisite and essential to effective teaching. | | | | |
| 1. Is the student teacher and his work evaluated in terms of individual growth with respect to the acquisition of essential knowledge, the development of abilities and skills and their application, which are prerequisite to effective teaching? | | | ✓ | |
| 2. Is the evaluation of the student teacher's work a phase of the program which is considered as continuous? | | | ✓ | |
| 3. Is the evaluation of the student teacher's work a continuous and cooperative enterprise which involves the student teacher, supervising teacher, and other personnel directly concerned with the student teacher's growth? | | | | ✓ |

| Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively. | Principle is Present and Implemented | | | |
|---|---|---|---|---|
| | | Yes | | |
| | No | (1) | (2) | (3) |
| **Principle XIII:** Teachers who serve as supervising teachers in schools used as student-teaching laboratories should be compensated for their services. | | | | |
| 1. Does the organization and administration of the student-teaching program provide for the compensation of the supervising teachers in the cooperating schools by the college for their services either in terms of a reduced teaching load or a stipulated amount of money? | ✓ | | | |
| **Principle XIV:** The organization and administration of the student-teaching program should provide for and encourage systematic, continuous study and evaluation of the program in all of its various aspects for remedial purposes. | | | | |
| 1. Does the organization of the student-teaching program provide for continuous study and evaluation of the program in all of its various phases? | | | ✓ | |
| 2. Does the administration of the student-teaching program encourage and assist in conducting continuous study and evaluation of the program in all of its various phases for remedial purposes? | | | ✓ | |
| 3. Are methods and techniques which are educationally sound used in the study and evaluation of the program? | | | ✓ | |

Directions: If the principle is not recognized and present, indicate by checking (✓). If principle is present, indicate the degree of implementation by checking (✓) column 1--slightly; 2--moderately; 3--extensively.

| | Principle is Present and Implemented | | |
|---|---|---|---|
| | Yes | | |
| No | (1) | (2) | (3) |
| | | ✓ | |

4. Are the data and information resulting from the study and evaluation of the teaching program used for remedial purposes?

APPENDIX C

APPLICATION FOR ADVANCED STUDENT TEACHING

General Directions:

1. This application form should be filled out and returned to the Director of Student Teaching at least one semester prior to the semester in which student teaching is to be done.
2. Fill out both copies of the application completely, except section on "Assignment Information."
3. In conference with the head of the department in your major field, fill out section on "Assignment Information."
4. Students who wish to do two semesters of student teaching should file two (2) applications, one for each semester.

Personal Data:

Name_____ Denton Mailing Address_____ Telephone____

Home Address_____

Present Date_____ When do you graduate?_____ 19____

Age_____ Single_____ Married_____ Number of children_____

Health: Good_____ Fair_____ Poor_____

Academic Preparation:

Major_____ First Minor, or 1st Teaching Field_____ Second Minor, or 2nd Teaching Field_____

Number of Hours completed: In Education_____, in 1st Minor or 1st Teaching Field_____, in 2nd Minor or 2nd Teaching Field___, In all other fields_____ Total_____.

List NUMBERS AND GRADES of courses completed:

| Education | | Major, or 1st Teaching Field | | Minor, or 2nd Teaching Field | |
|---|---|---|---|---|---|
| Course No. | Grade | Course No. | Grade | Course No. | Grade |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

List the numbers of the courses you are now taking:_____

List numbers of the courses, not given above, which are on your degree plan:_____

Professional Data:

A. Teaching Experience
Number of years experience in teaching:_____
Type of teaching: Elementary_____Junior High School_____
High School_____College Assistant_____College_____
Military Service School_____

B. Certification
Do you have a teacher's certificate?_____What kind:_____
_____Expiration date?_____

C. Experience with groups of children and youth
1. In what school grades or classes have you observed as a part of some college course?_____
2. In what school grades or classes have you actively worked with boys and girls as a part of some college course? (Give college course numbers and school grades or subjects.)_____
3. What experiences have you had in working with boys or girls in out-of-school situations: (Sunday School, Boy Scouts, Girl Scouts, recreation, etc.)_____

School and Community Activities:

A. Public School Activities
Graduate of what high school?_____
Approximate number of students in high school?_____
In what extra-class activities, such as music, athletics, youth organizations, etc., did you participate while in public schools? List, and for each indicate the nature of participation by M (member), or O (officer or position of leadership):

B. College Activities
In what extra-class activities have you participated while in college? Include those in which you are now participating. List, and for each indicate the nature of participation by M (member), or O (officer or position of leadership). Include such activities as clubs, religious organizations, athletics, music, professional organizations.

Assignment Information:

This section should be completed and signed by the head of the department in applicant's major field after a conference in which the applicant's preparation and future plans are reviewed.

A. Semester in which student teaching is requested

Fall / Spring Semester, 19___ 1st 6 weeks / 2nd 6 weeks Summer, 19___

B. Recommendations for subject and/or grade assignment:

| Applicant's Preferences | Adviser's Estimate* | |
|---|---|---|
| Major, or 1st teaching field | Well Qualified | Should Not Attempt |
| First preference_____ | _____ | _____ |
| Second preference_____ | _____ | _____ |
| Preference in minor, or 2nd teaching field_____ | _____ | _____ |

*Note: Adviser should indicate his estimate of the student's ability and preparation in the subjects of his first and second preferences by placing a check in the appropriate place under "Adviser's Estimate."

Adviser's comments:

_____
Signature of the Department Head

APPENDIX D

SAMPLE OF NOTICE OF STUDENT TEACHING ASSIGNMENT

The following is your tentative assignment for Education 41OH, student teaching. While it is hoped that this assignment will not have to be changed, circumstances sometimes require that changes be made. You will be notified if a change in your assignment is necessary.

SCHOOL_____ SUBJECT_____

SUPERVISING TEACHER_____

COLLEGE COORDINATOR_____

CONSULTANT IN TEACHING FIELD_____

TIME_____ CLASSES BEGIN_____

PRELIMINARY CONFERENCE_____

Other information concerning meetings with supervisors, transportation, and other arrangements will be available at the student teaching table during registration.

Courses recommended to be taken with student teaching:

_____ _____ _____

If you have any questions or problems concerning your assignment, please write or come by the office (Education Building, Room 112).

Cordially yours,

Director of Teacher Education
North Texas State College
Denton, Texas

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The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

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Date of Final Examination: July 21, 1952