

The Woman's College of  
The University of North Carolina  
LIBRARY



CG  
no. 70

COLLEGE COLLECTION

Gift of  
Virginia Sloan Swain

A COOPERATIVE PLAN BETWEEN AN INDEPENDENT LIBERAL ARTS COLLEGE  
AND A PUBLIC SCHOOL FOR THE TRAINING OF HOME  
ECONOMICS TEACHERS

by

VIRGINIA SLOAN SWAIN

V  
3/27

A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
in partial fulfillment  
of the requirements for the degree  
Master of Arts in Education

Greensboro

1947

Approved by

Viwa M. Playfoot  
Adviser

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Origin of the Problem . . . . .	1
Statement of the Problem. . . . .	1
Purpose of the Study. . . . .	2
Scope of the Problem. . . . .	2
Importance of the Problem . . . . .	3
The Procedure . . . . .	5
Survey of the Literature. . . . .	6
Related Studies . . . . .	8
II. CONTRACTS . . . . .	10
Local Situation . . . . .	10
General Practices . . . . .	11
Superior Practices. . . . .	17
Summary . . . . .	23
III. FINANCIAL ARRANGEMENTS. . . . .	25
Local Situation . . . . .	25
General Practices . . . . .	26
Superior Practices. . . . .	31
Summary . . . . .	37
IV. ORGANIZATION AND SUPERVISION OF STUDENT TEACHING IN HOME ECONOMICS . . . . .	40
Local Situation . . . . .	40

## TABLE OF CONTENTS

CHAPTER	PAGE
General Practices . . . . .	43
Superior Practices . . . . .	51
Summary . . . . .	72
V. STUDENT TEACHERS . . . . .	77
Local Situation . . . . .	77
General Practices . . . . .	78
Superior Practices . . . . .	81
Summary . . . . .	86
VI. CONCLUSIONS, AND RECOMMENDATIONS . . . . .	88
Conclusions . . . . .	88
Recommendations . . . . .	89
BIBLIOGRAPHY . . . . .	93
APPENDIXES . . . . .	97
A. COLLEGES SUPPLYING INFORMATION . . . . .	97
B. QUESTIONNAIRE . . . . .	99
C. EXPERTS . . . . .	101
D. CHECK SHEET . . . . .	102

## CHAPTER I

### INTRODUCTION

#### Origin of the Problem

This problem grew out of an actual situation in a small, independent liberal arts college which was dependent upon the cooperation of the public schools for the training of student teachers in home economics. Upon investigating the relationship between the college and the cooperating public schools, the writer found unsympathetic and uncooperative attitudes existing between the college and the public schools involved. The principal in one school stated quite flatly that he preferred not taking any more student teachers. Another school administrator felt that student teaching took too much of the supervising teachers' time. The teachers in the public schools who were serving as supervising teachers thought that too much was expected of them. Student teachers themselves expressed dissatisfaction with the college plan for student teaching. At this stage of the investigation the problem emerged. The writer knew that a satisfactory student-teaching program could not be developed before bringing about a better relationship between the college and the public schools.

#### Statement of the Problem

The chief aim of the study is to develop an effective cooperative plan for the training of home economics teachers - a plan mutually acceptable to an independent liberal arts college and a public school system. The question is, What constitutes an effective cooperative plan for the training of home economics student teachers between

an independent college and a public school system?

#### Purpose of the Study

The purpose of the study is threefold: (1) to understand the relationship between the college and the public schools with reference to the organization and administration of student teaching in home economics; (2) to construct an instrument through which to evaluate the existing procedures in maintaining student teaching; (3) to offer suggestions which may be of help to independent liberal arts colleges cooperating with public school systems in the training of home economics student teachers.

#### Scope of the Problem

This study is limited to contractual relationships between colleges and cooperating schools; to the financial arrangements involved; to the administration and supervision of student teaching; to the selection of student teachers; and to the number of credit hours granted for the course in student teaching.

The following questions show which aspects of the problem were investigated:

##### 1. Contracts

- a. What kind of a contractual relationship does the college have with the cooperating public schools?
- b. What is the content of the contract?
- c. When is the contract made and what is the duration of the agreement?
- d. With whom is the contract made?

##### 2. Financial Arrangements

- a. Is the cooperating school compensated?

- b. What is the nature of the compensation?
  - c. Who receives compensation?
  - d. How is the amount of the compensation determined?
  - e. To whom is the compensation sent?
3. Administration and Supervision
- a. How should the responsibilities of the student teaching program be divided between the college and the cooperating schools?
  - b. What should be the teaching load of the supervising teachers?
  - c. What criteria should be used for the selection of supervising teachers?
  - d. How many student teachers should a teacher supervise?
4. Student Teachers
- a. What criteria should be used for the selection of student teachers?
  - b. How many credit hours should the course in student teaching carry?

#### Importance of the Problem

The data and professional opinions, gathered from literature, by questionnaires, and in the field, indicate rather conclusively that the interest in this problem is wide spread.

To obtain information on general practices in the training of home economics student teachers, the questionnaire<sup>1</sup> went to ninety home economics department heads in colleges<sup>2</sup> granting degrees in home economics. The seventy-six colleges which returned the questionnaire revealed a wide variation in practices. Many of the colleges expressed

---

1. See Appendix B

2. See Appendix A

a need for establishing better relationships and better organization in their student teaching programs. Sixty-one colleges of the seventy-six were interested enough in evaluating their practices to ask for copies of this study. Some of the sixty-one may be aware of very difficult situations. As C. H. Allen remarks:

Personal conferences with the presidents of several teachers colleges reveal that necessary practice-teaching facilities are being maintained in many institutions only through the good graces and cooperative spirit of public-school officials. Some of these presidents describe the situations existing in their institutions as "delicate," "touchous," and even as "strained".<sup>3</sup>

The prevalence of such situations suggested the need of an investigation of cooperative programs between independent liberal arts colleges and public school systems for the training of home economics student teachers.

There are at least six other reasons for this study:

1. Practice teaching in home economics is required by state certifying agencies.
2. The trend in teacher-training in home economics is to place student teachers in public school systems - even when the college maintains its own demonstration school.
3. The many liberal arts colleges without demonstration schools must of necessity depend on the cooperation of the public schools.
4. The most effective practice teaching demands, between the college and the cooperating school, a good relationship growing out of a plan which will benefit both the college and the cooperating school.
5. Both student teachers and public-school pupils need protection from exploitation.

---

3. Cecil H. Allen, Legal Principles Governing Practice Teaching. George Peabody College for Teachers. Contributions to Education No. 184. Nashville, Tennessee: Cullom & Ghertner Co., 1937. p. 1.

6. No. comprehensive study of teacher-training in home economics in independent liberal arts colleges has been made.

#### The Procedure

The first undertaking was the construction of an instrument through which to evaluate a cooperative program between an independent college and a public school system for the training of home economics student teachers.

The following method was used in constructing this instrument:

1. Literature was surveyed to gain information regarding present practices and general theory in the training of home economics teachers.

2. Information on the local situation came through personal interviews with the college and public school people who were in any way connected with the training of home economics teachers.

The following people in the college were interviewed: President, Dean of Administration, Dean of Women, College Director of Teacher Training, Business Manager, Registrar, subject matter teachers in the Department of Home Economics, the Supervisor of Home Economics Student Teachers (who was also Head of the Home Economics Department), and both in-service student teachers and recent graduates.

In the cooperating schools, interviews were held with the City Superintendent of Schools, school principals, City Supervisor of Home Economics, and the supervising teachers.

3. The questionnaire was sent to ninety colleges which grant degrees in home economics. A monograph from the Vocational Division of the United States Office of Education<sup>4</sup> was the guide used in choosing

---

4. Edna P. Amidon, Home Economics in Degree-Granting Institutions, 1944-45. Office of Education Monograph, 1945, No. 2557 - Rev. Washington, D. C.: Federal Security Agency, 1945.

the colleges. (Colleges for Negroes were not included in this study.) Seventy-six colleges returned the questionnaires. The returned questionnaires have been used to show what are the general conditions and practices - not to indicate what are superior practices.

4. The check sheet<sup>5</sup> took the form of recommendations which the writer believed to represent superior practices. She drew her conclusions from literature and from experiences in the field. The check sheet went to twelve experts,<sup>6</sup> whose validations are taken to represent superior attitudes, opinions, and practices. The information gained from the experts helped to evaluate the procedures in the colleges investigated. The experts were selected by the following criteria: ability, position, experience, and willingness to make reliable answers.

5. The writer's sources of authority for validation came from literature, the field, and the experts. These three supports are the bases of the instrument for evaluating the program of student teaching in an independent liberal arts college depending on the cooperation of a public school system. After summarizing and interpreting the data obtained from the four different sources, the writer arrived at conclusions and made recommendations. While the validity of these findings is not final, it is hoped that they may help to pave the way for a more effective cooperative plan for the training of student teachers in home economics.

#### Survey of Literature

To avoid duplicating previous investigations and to find help

---

5. See Appendix D.

6. See Appendix C.

for this study the following sources were carefully checked:

Thomas R. Palfrey and Henry E. Coleman, Guide to Bibliographies of Theses. United States and Canada, Second Edition. Chicago: American Library Association, 1940.

United States Library of Congress, A List of American Doctoral Dissertations. Washington, D. C.: Government Printing Office, 1939.

Doctoral Dissertations Accepted by American Universities. New York: H. W. Wilson Company, 1944.

United States Office of Education, Bibliography of Research Studies in Education. Washington, D. C.: Government Printing Office, 1942.

Ruth A. Gray, Doctors' Theses in Education. A List of 797 Theses Deposited with the Office of Education and Available for Loan, Pamphlet No. 60. Washington, D. C.: Government Printing Office, 1935.

Barstad, Anvor and others, Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy. Vol. I, 1899-1936. Teachers College Bulletin, 28th Series, No. 4, February 1937. New York: Teachers College, Columbia University, 1937.

Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books and Pamphlets, 1929-1946. New York: The H. W. Wilson Company, 1946.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education, New York University, 1890 - June 1936. New York: New York University, School of Education, 1937.

Walter Scott Monroe, editor, Encyclopedia of Educational Research. New York: The Macmillan Company, 1941.

United States Office of Education, Subject Index of Theses Studies in Home Economics Education. United States Department of the Interior, Bulletin No. 1173. Washington, D.C.: Office of Education, 1937.

United States Office of Education, Studies in Home Economics Education. Federal Security Agency, Vocational Division. Washington, D.C.: Office of Education, 1940.

United States Office of Education, Studies and Research in Home Economics Education Reported by Colleges and Universities. United States Department of the Interior, Bulletin No. 1163. Washington, D. C.: Office of Education, 1937.

United States Office of Education, Abstracts of Studies in Home Economics Education, 1934-1938. Washington, D. C.: Office of Education, 1938.

Sybil L. Smith and Georgia Adams, Research in Home Economics Education At the Land Grant Institutions, 1942-1943. Washington, D. C.: United States Department of Agriculture, 1944.

United States Bureau of Education, Titles of Completed Research in Home Economics Departments in American Colleges and Universities, 1918-1923. Washington, D. C.: Bureau of Education, 1923.

#### Related Studies

A survey of the literature revealed the following studies which are related to this study: Mead<sup>7</sup> made a comprehensive study covering the entire field of student teaching. His book includes the organization, administration and supervision of student teaching. He also investigated the legal aspects and the legislative developments, not only in the United States but also in foreign countries. In conclusion he suggests some needed legislation for the best development of student teaching.

Strebel<sup>8</sup> limited his investigation to (1) universities which used public schools for student teaching and (2) the supervision of student teaching. While his study was not made with regard to student teaching in home economics, the chapter on student teaching and the ones on the selection of supervisors and their responsibilities proved to be both interesting and helpful to the writer.

Williams,<sup>9</sup> in his investigation, dealt with the actual and poten-

---

7. Arthur Raymond Mead, Supervised Student Teaching. Atlanta: Johnson Company, 1930. p. 868.

8. Ralph F. Strebel, The Nature of the Supervision of Student Teaching. Contributions to Education, No. 655. New York: Bureau of Publications, Columbia University, 1935. p. 154.

9. E. I. F. Williams, The Actual and Potential Use of Laboratory Schools in State Normal Schools and Teachers' Colleges. Contributions to Education, No. 846. New York: Bureau of Publications, Columbia University, 1942. p. 259.

tial use of laboratory facilities for student teaching in both on-campus and off-campus laboratory schools. The portion of his study which is related to this investigation deals with the legal and contractual relationships between the college and the public schools, as well as with the kind and amount of compensation paid to the cooperating schools.

Elisha L. Henderson<sup>10</sup> made a study of the administration of student teaching. His investigation deals with the selection, supervision and appointment of student teachers.

Baughner<sup>11</sup> investigated student teaching in small, privately endowed liberal arts colleges. His study deals with not only the facilities and arrangements for student teaching but also the organization and supervision of student teaching.

Allen's<sup>12</sup> investigation deals chiefly with the legal principles governing student teaching in state teachers' colleges, normal schools, and public schools. Only a small part of his study deals with the types of agreements between the college and the cooperating public schools, or with the compensation paid to the public schools.

Walsh<sup>13</sup> investigated the remuneration of off-campus supervising teachers of home economics. Her study deals with the amount, kind and sources of the remuneration.

---

10. Elisha Lane Henderson, Organization and Administration of Student Teaching. Contributions to Education, No. 692. New York: Bureau of Publications, Columbia University, 1937. p. 125.

11. Jacob I. Baughner, Organization and Administration of Practice Teaching in Privately Endowed Colleges. Contributions to Education, No. 487. New York: Bureau of Publications, Columbia University, 1931. p. 127.

12. Allen, op. cit., p. 4.

13. Letitia Walsh, Remuneration of Off-Campus Supervising Teachers of Home Economics. Urbana: University of Illinois, 1946. p. 43.

## CHAPTER II

### CONTRACTS

#### Local Situation

It has already been pointed out that the independent liberal arts college which prompted this study had no demonstration school on the campus. Consequently, it was essential that a cooperative arrangement be made between the college and the public schools for student teaching.

In order to have a clearer understanding of the relationship between the college and the public schools it was necessary to interview all people who could help to throw a light on the existing situation. To obtain opinions, attitudes and a knowledge of the practices regarding contracts, the following were interviewed: (1) in the college, the President, Business Manager, Director of Student Teaching and the Supervising Teacher from the Home Economics Department; (2) in the cooperating public school, the principals and the City Superintendent of Schools.

During the interview the writer tried to get the following information regarding contracts:

1. The nature of the contract which the college had with the cooperating schools.
2. The content of the contract.
3. The time for making the agreement and the duration of the agreement.
4. The parties with whom the contract was made.

The interviews revealed that there had never been a written contract between the college and the cooperating schools concerning the training of home economics student teachers. The college Director of Student Teaching pointed out that he was not familiar with the existing condition, since the arrangements for student teaching in home economics were not made through the Department of Education. The President said that each spring he called the City Superintendent of Schools to talk over the financial arrangements for the ensuing year. And, he said he usually confirmed the telephone conversation by writing a letter to the City Superintendent to confirm the amount the college would pay the supervising teachers and the City Supervisor of Home Economics; the date that the money would be paid, and the persons to whom it would be sent. The only arrangement was financial.

The principals of the two cooperating schools were not familiar with the arrangements which had been agreed upon between the President and the City Superintendent of Schools. One principal remarked, "I assumed that our teachers who were serving in a supervisory capacity were being remunerated, but I didn't know how much they were being paid."

The attitudes of the college and public school administrators were very different. The interviews made it evident that the plan for home economics student teaching was not mutually satisfactory to both parties.

#### General Practices

The verbal agreement just described seems to be typical. The seventy-six questionnaires reveal that only twenty-one colleges had written contracts with cooperating schools. The following comments

supplied through the questionnaires indicate the general practices regarding contracts:

1. Our arrangements with our laboratory schools are rather informal at the present time. Previously, we had an elaborate contract. Now we have a general understanding confirmed with a covering letter....It is customary for the schools to consult with us concerning any appointment of prospective critic teachers.
2. We consider the flexibility of our contract its most satisfactory feature. All agreements are worked out in conferences between the college and the cooperating public schools, and the agreement reached in these conferences are confirmed by letter.
3. We have no written contract with any school, but a general understanding through correspondence. I always write the superintendent at the beginning of the school year to see if he is again interested in cooperating with the college in its program for training home economics student teachers. I have a belief that if an occasion should arise in which it was necessary to have a written contract, the relationship would be such that we would hesitate to put a student teacher in the position.
4. We do not have a written contract with the Board of Education, but we do use the city schools for student teaching. We simply have a gentleman's agreement which for many years has worked very satisfactorily.
5. We have conferences from time to time with the superintendent, the principals, the supervisors, and the critic teachers, but we have no written contract.
6. Our contract is a loosely worded agreement, providing mutual satisfaction for both parties.
7. Though we have no written contract, we have very pleasant relations with the cooperating school system.
8. We have full cooperation of the public schools but no written contracts. We make our arrangements from semester to semester.
9. Through the years we have built up what might well be called an unwritten contract which might in a way be likened to the unwritten constitutions of some countries. This arrangement has been on the whole very satisfactory. We have a happier and freer relationship with our public schools than do many colleges I know who have written contracts. I am not so sure but that I would say that the best thing about our 'contract' is the fact that it is not written.

Agreements similar to the ones given in the above comments seem to be in general practice. Allen found that, "verbal agreements are used much more commonly than the formal written contracts in providing for practice teaching in the public schools."<sup>1</sup>

Confirming Allen's observation, Baugher states that:

More than seventy per cent of the colleges have merely a verbal understanding with the cooperating school authorities with reference to practice-teaching privileges. Usually, no contracts are worked out between the college authorities and the high school principal or the board of education concerned.<sup>2</sup>

Even though verbal agreements seem to be the general practice, there seems to be frequent dissatisfaction with oral contracts. On one questionnaire, for example, was this statement: "Our schools are having difficulty keeping the student teaching program out of politics. Perhaps a written contract would help to straighten out this situation." On another questionnaire was this comment: "In the past we have had satisfactory relationships between the college and the cooperating public schools with only verbal agreements. But today the frequent turn-over in administrative personnel makes a written contract necessary."

It was interesting to find that both the written and verbal contracts had such a wide range of provisions included in the agreement. For example, the twenty-one colleges which reported written contracts showed the following variations in provisions:

1. Nine contracts contained provisions for the termination of the contract.

---

1. Cecil H. Allen, Legal Principles Governing Practice Teaching. Contributions to Education, No. 184. George Peabody College for Teachers. Nashville, Tennessee: Cullom & Ghertner Co., 1937. p. 116.

2. Jacob I. Baugher, Organization and Administration of Practice Teaching in Privately Endowed Colleges. Contributions to Education, No. 487. New York: Bureau of Publications, Columbia University, 1931. p. 78.

2. Eleven contracts stated to whom the money is to be paid.
3. Five contracts stipulated the teaching load of supervisory teachers.
4. Seven contracts specified the criteria for the selection of supervising teachers.
5. Seven contracts stated the responsibilities of the supervising teachers.
6. Six contracts stated the responsibilities of the college supervisor.
7. Three contracts stated the responsibilities of the school principal.
8. Four contracts specified criteria for the selection of student teachers.
9. Three contracts specified the procedures for the dismissal of an individual student from student teaching in the cooperating school.

There were other comments on the questionnaire showing the variations in content. Some of the most revealing comments follow:

1. Our oral contract covers most phases of the duties of the critic teachers and the student teachers.
2. Stipulations and recommendations as to the teaching load, the duties of the student teacher, the duties expected of the supervisor are in written form and are in the possession of the student supervisor.
3. Our contract specifies criteria for the selection of student teachers.
4. The arrangements for student-teaching in home economics have been made through a written contract drawn up between the college and the cooperating school. It simply says we may send student teachers to their school.

5. Our contract is general for the college and has to do chiefly with the financial part. We think it desirable that a contract should be as simple as possible. Therefore we have put into it only a few provisions each regarded as essential.
6. Our contract merely states who is to be paid and how much.
7. Our contract is a letter written by the President to the city superintendent of schools telling him how much the home economics teachers will be reimbursed and advising that the amount be added to her salary.

The same inconsistencies in the content of the contracts appears not only on the questionnaires but in current literature on the subject. Williams found some contracts with as many as thirty-five items, but in fifty per cent of the contracts which he investigated he found repeated only six main items. He lists these as "the effective date of the contract, its duration, the delegation of administrative and supervisory responsibility, the quality of the instruction, the methods by which supervisors are chosen, and the compensation which supervisors receive."<sup>3</sup>

The contents of contracts are no more inconsistent than are the practices of the parties who draw up the contracts. Some of the twenty-one colleges with written contracts added comments which show their practices:

1. Any arrangement regarding practice teaching in home economics is oral and made through the college supervisor of practice teaching and city supervisor of home economics.
2. We make our arrangements for student teaching in home economics through a verbal agreement in conference with the city superintendent of schools, the principal of the high school and the head of the Education Department at the college.
3. There is no written contract but there is a definite cooperative working arrangement between the Superintendent of

---

3. E. I. F. Williams, The Actual and Potential Use of Laboratory Schools in State Normal Schools and Teachers' Colleges. Contributions to Education, No. 846. New York: Bureau of Publications, Columbia University, 1942. p. 180.

Schools and the administration of the college and through them with the School Board.

4. Our department of education works cooperatively with the department of home economics in setting up a policy for student teaching in the public schools. This covers all student teachers at the college. The arrangements with the cooperating school are made with the Professor of Education and the school principal.
5. We consider the most satisfactory feature of our contract the fact that it is handled by the chief administrative officers - the City Superintendent of Schools and the President of the University.

Such variations in practice are reflected also in current literature. Not even the specimen copies of written contracts show consistent practices. Williams, however, states in his study that "the usual parties to the contract are the board of education and the teachers college."<sup>4</sup>

The questionnaires showed that nine of the twenty-one contracts specified the duration of the contract. Seven of these nine contracts were for one year and the other two were for three years. Williams reports a wide range in the duration of agreements:

There is a great variety in almost all provisions. In none is this more marked than in the duration of the agreements, and the provisions for terminating them. Eleven contracts are for a single year, four for two years, one for ten years; and nine are indefinite in duration. No provision is made for cancellation or termination of the contract when it is made for a single year. Of the two-year contracts two have no provisions for cancellation; but look toward renewal, one making it "subject to an annual renewal thereafter at the discretion of the two parties concerned," the other "with full intent to and purpose to renew the contract at the time of expiration for a period of two years with such alterations and additions as experience may indicate as advisable." Two others in force for two years are subject to cancellation, in one case by written notice five months before its expiration date, in the other by notice at

---

4. Ibid., p. 177.

any time. The ten year contract cannot be revoked prior to two years from its effective date and then only on notice given before April 10th of the year in which the change is made.<sup>5</sup>

### Superior Practices

The following excerpts from literature indicate superior practices, opinions and attitudes regarding contractual relationships between colleges and public schools for the training of student teachers.

Williams states that

The trend toward definite written contracts is in accord with the opinion of a number of students of the problems of the laboratory school. Baugher, Jarman, Henderson, and Peik agree in recommending formal written agreements. . . . Whether or not a written contract is restrictive and inflexible, and thereby works a hardship on either party, will depend upon its terms and the spirit in which it is enforced.<sup>6</sup>

Williams upholds his belief that written contracts represent superior practices by pointing out the following advantages of written contracts:

1. It provides an agreement binding on both parties.
2. It clarifies and defines the functions and powers of the teachers college and the cooperating schools.
3. It assures that facilities will be available for a definite period, and that a program of student-teaching will not be disrupted suddenly and, perhaps, with little warning.
4. It enables the institution to plan the curriculum, equipment, and supervisory personnel over a relatively long period, thereby making it possible to have a continuous, long-range program.
5. It removes the dangers of upheavals due to political campaigns.
6. It prevents community interference under the stress of temporary emotional excitement in the community.
7. It gives status to the cooperating school and to the supervisors in it.
8. It gives an opportunity to build superior school morale, since the program can be planned more definitely and for a longer period of time.

---

5. Ibid., pp. 180-182.

6. Ibid., pp. 177-178

9. It provides conditions which make for ease of administration, and make unnecessary frequent disrupting changes in administrative routine.

While these advantages may be secured through informal agreements, it is less likely that they will be. For these reasons the trend toward greater use of the written contract seems desirable and one which should be extended.<sup>7</sup>

Allen is also of the opinion that written contracts are more satisfactory than verbal agreements. He reports: "With the number of considerations involved in such cooperative undertakings the written contracts seem to be more preferable than the verbal in setting up the terms of agreement."<sup>8</sup>

Henderson gives the following justification for written contracts:

The main things to recommend a written contract are the principles of the contract as a legal instrument. It is arrived at by mutual consent and is equally binding upon all signers for a given length of time. It may be made as comprehensive as an oral agreement and has the advantage of a definite legal status. When properly drawn, the written contract sets forth specifically what each party to the agreement may and may not do. This enables the colleges to formulate definite plans and in many cases prevents local interference on the part of either school authorities or patrons of the school. Many times a change in local superintendent or principal brings about conditions such as Mead describes: "The attitude of many of our non-professional superintendents of schools, principals, and teachers prevents development of co-operative systems. There are some who are unwilling to consider the proposition, some who are prejudiced, and some who are playing a low kind of politics. A good contract, well drawn, might in many instances prevent much of this trouble."<sup>9</sup>

Baughner's study also upheld the use of written contracts. He is of the opinion that the best arrangement for student teaching in public schools are those where contracts "state definitely which teachers

---

7. Ibid., p. 179.

8. Allen, op. cit., p. 116.

9. Elisha Lane Henderson, Organization and Administration of Student Teaching. Contributions to Education, No. 692. New York: Bureau of Publications, Columbia University, 1937. p. 9.

should cooperate with the college authorities, what they should do, what remuneration they should receive, and what their relationships ought to be to the high school authorities as well as to the college authorities during the term stipulated in the contract."<sup>10</sup>

Literature showed consistent opinions regarding the value of the written contract. But the opinions regarding the duration of contracts were not always in agreement. Williams found that Mead and Peik were not in agreement concerning the duration of a contract. He quoted Mead as advocating a short-term contract

....because it gives an opportunity to have the matter thoroughly considered before the agreement is renewed, he thinks it is better to make a contract of only one or two years' duration. Peik, on the other hand, expresses the opinion that, because it helps to stabilize the situation, a long-term contract covering five years or more is desirable, in which "the obligations, responsibilities, and duties of each party are specified and provisions for superior critic teachers and adequate supervision are specifically drawn up."<sup>11</sup>

Williams is of the opinion that a term from three to five years, with provision for renewal, is the most satisfactory practice.

The writer obtained copies of three contracts which the parties had found to be entirely satisfactory. The following provisions were included regarding the duration of the contracts:

Contract A is an agreement between the college and the Board of School Trustees. It states "this agreement to be in full effect during the school year 1929-30 and thereafter subject to revision and renewal according to the wishes of the parties concerned."

Contract B is an agreement between the University and the Board of Education. It states "this agreement shall become effective September 1,

---

10. Baugher, op. cit., p. 78.

11. Williams, op. cit., p. 180.

1929. This agreement may be terminated by either party to this agreement on July 1 of any year, provided notice in writing is given to the other party on the first of the preceding September."

Contract C is an agreement between the University and the Board of Education. It states "this agreement repeals all previous agreements and is to be effective as date of signing. This agreement may be terminated by either party on July 1 of any year providing notice in writing is given to the other party by September 1 of the preceding year."

The recommendations which the experts validated showed the following attitudes and opinions with regard to contractual relationships:

1. All of the experts agreed that there should be a written contract signed by all parties to the agreement. One of the experts suggested "that in addition to a written contract between the college and the cooperating school there should also be contracts between the State Department of Education and the cooperating public school and another one between the State Department of Education and the College."
2. All of the experts were in agreement that the contract should contain provisions for its modification or termination by mutual consent of the contracting parties at any time.
3. Eleven of the experts agreed that the contract should contain provisions for cancellation by either party without the consent of the other party, provided written notice is served at least one year before the cancellation is to take effect. One of the experts with years of experience with contractual relationships between colleges and public school systems

suggested that the recommendation needed modification. He stated that "it should provide for one full uninterrupted year. For example, if notice were served in February the contract should hold for the remainder of that school year and the following year. Time is needed for new arrangements to be made."

4. All of the experts were in agreement that the contract should be executed in duplicate; one copy of the contract filed with the college Administrator and one with the Board of Education.
5. The experts were not in agreement with the recommendation that the contract should state specifically all of the duties and responsibilities of each party. They suggested that it be modified so that it would include only the "major duties" and responsibilities of each party instead of "all the duties." The following statements indicate the opinion of the experts:  
(1) "The contract should not attempt to list minute details, a clear cut division of areas of responsibility is all that is needed." (2) "The contract should cover major items only, for all details may not be anticipated and should be assumed by good faith and purpose of all parties." (3) "The contract should list only the major duties and chief responsibilities." (4) "I would suggest you strike out 'all the duties' and substitute 'the major duties'." (5) "'All the duties' is an unworkable provision."
6. All of the experts agreed that the contract should stipulate the financial arrangements which have been agreed upon by

both parties. They also agreed that the statement should include who is to be paid; the amount that is to be paid; when the money is to be paid; and to whom it is to be sent.

7. Eleven of the experts agreed that the contract should provide for the selection of supervising teachers who are acceptable to both of the contracting parties. One of the experts questioned this recommendation saying "the actual employment of teachers should be continued as the responsibility of the superintendent and the Board of Education. However, advisory assistance from the college would usually be welcomed."
8. The experts were divided in their opinions concerning the recommendation that the contract should specify the maximum time any pupil or class may receive its instruction from a student teacher. Seven were in substantial agreement and five thought it an unnecessary provision. One stated, "This recommendation could be included though I have never known an occasion when such a provision has been necessary." Another stated, "There should be leeway for various purposes. Student teachers vary greatly in ability, and situations also vary. Sometimes exact rules here give difficulty."
9. There were marked differences of opinion regarding the provision that the contract should guarantee to the cooperating school the right to dismiss, for cause, any individual from student teaching. Four of the experts were in substantial agreement with the recommendation, four expressed opposition, and the other four wanted the recommendation modified. The following opinions were expressed:

- (1) "This should be a cooperative action to avoid division and friction."
- (2) "I question this. It seems to me that the college should remove the student teacher after conferences with the cooperating school."
- (3) "I would modify this requesting the withdrawal of any student teacher, for cause, by the college."
- (4) "The provision might better be by mutual consent."
- (5) "The college should have a part in the decision. It should be a cooperative situation."
- (6) "This is too hard on the student teacher. If there is the right sort of critic teacher this should never be necessary."

#### Summary

This study has shown rather conclusively that the contractual relationships between colleges and public schools for the training of student teachers are varied and in many instances are temporary and unstable. There are three different forms of agreement in practice: the verbal agreement, the formal written contract, and letters confirming arrangements made in conference or through telephone conversations. The verbal agreement is the one which is most frequently used. However, there is a definite trend toward the use of written contracts.

Superior practices indicate the use of written contracts signed by all parties to the agreement.

This study has also revealed a wide variation in the provisions contained in contracts. However, this study has shown that there are some provisions which are more frequently included than others. They are:

the date and duration of the contract, the financial aspects, and the supervisory responsibilities of each party.

The provisions which are most frequently found in superior practices are: the date the contract becomes effective, the period of its duration, provisions for its modification and termination, major duties and responsibilities of each party, financial arrangements, criteria for selection of supervising teachers and student teachers, percent of time classes may be taught by student teachers, and provision for the withdrawal of unsatisfactory student teachers.

The time for making contractual agreements and the duration of the agreements have shown the same marked inconsistencies which the other phases of the investigation have shown. Some agreements are made from semester to semester. The general practice appears to be the making of contractual agreements from year to year. Such brief and temporary arrangements make long-range planning for student teaching impossible. For this reason most of the cooperative plans between colleges and public school systems for the training of student teachers have a temporary and short-sighted policy.

Superior practices indicate that contracts are made well in advance of the time the contract is to be put into operation so that there will be ample time to discuss and consider all phases of the relationship. The three to five year term with provision for renewal is the term which a number of authorities recognize as a superior practice.

This investigation has shown very general practices with regard to the parties who make the contractual agreements. However, superior practice shows that agreements drawn up between the college and the Board of Education are the most satisfactory contractual arrangements.

## CHAPTER III

### FINANCIAL ARRANGEMENTS

#### Local Situation

The financial arrangements between the college and the cooperating schools was the second aspect of the problem which the writer investigated. In order to become familiar with the financial arrangements and to understand the attitudes and opinions of the two parties concerning the arrangements the following people were interviewed: (1) in the college, the President and the Business Manager; (2) in the public schools, the City Superintendent of Schools, the City Supervisor of Home Economics, the three supervising teachers, and the principals of the two cooperating schools.

The following phases of the financial arrangements were investigated:

1. The kind and amount of compensation granted to the cooperating school.
2. The people who received compensation.
3. The method for determining the amount of compensation.
4. The party to whom the compensation is sent.

The interviews revealed that the college was compensating the cooperating schools in the following ways: Each supervising teacher was paid \$18.50 per semester for each student teacher and the salary of the city supervisor of home economics was supplemented by the college with \$50.50 per month for the nine school months. Checks were sent directly to the supervising teachers and to the city supervisor of

home economics.

The college administrators felt that the amount of compensation given the cooperating schools was adequate. However, the city superintendent said he had received complaints from the principals and the supervising teachers regarding the student teaching programs. He stated that some of them thought they weren't being paid enough and all of them thought they had too much to do.

The principals were not familiar with the financial arrangements. They knew that their teachers were being paid something but they did not know how much. One principal said he was more concerned about the teaching load of his teachers than he was about their salary.

The city supervisor of home economics felt that the increase in her salary was adequate, but the supervising teachers expressed their opinion that they were not being paid in proportion to the time they were devoting to the student teaching program.

#### General Practices

This investigation has shown very inconsistent practices with regard to financial arrangements. The questionnaires revealed that nine colleges pay a specified amount to the principals in the cooperating schools; four pay the city supervisor of home economics; and forty-three pay the supervising teachers in the public schools.

Special comments on the questionnaires also showed a wide range of practices with regard to financial arrangements. Some of the colleges were not giving any form of compensation to the cooperating schools. The following comments show such practices:

1. Our student teaching is done in the high school and no fee is paid by the college, high school, or student. It is an even exchange. They need our teachers, we need their students and class rooms.

2. We give the school no reimbursement. In every case the superintendent has felt that the work of the student teacher contributed to the school even more than the school contributed to the teacher-training program, so we have a mutual feeling of helping each other.
3. We pay out no money but we also have little to say about what the girls get in the way of help.
4. Our college pays the school nothing this year except substitute teaching (about 100 days) without cost; but will possibly pay next year to obtain better cooperation from individual teachers.

There were other comments from colleges which compensated the cooperating schools. These comments show varied practices regarding the kind and amount of compensation given; however, there seems to be a rather consistent policy regarding the people who are compensated. The comments follow:

1. Our students do their practice teaching in the city schools and in adjoining communities without remuneration to the critic teachers. However, they are permitted to enroll in one three hour credit course free of charge each semester.
2. Since the organization of the college we have had a working arrangement with the city schools of \_\_\_\_\_ for the use of all facilities which we need for student teaching purposes. The home economics is a part of this. The college supplements the salaries of those teachers whom they use in the teacher training program.
3. The supervising teacher retains my letter stating that we will pay to her \$25 per student teacher.
4. The college pays \$15 to the critic teachers in the cooperating schools.
5. The supervising teacher is jointly employed by the local school and the university and each pays its salary directly to her. The arrangement is of long standing, the original critic teacher is still employed.
6. We have a working arrangement between the city schools and the college, whereby the college takes over a certain district and provides educational opportunities for all the children in that district. As a result this district receives a certain amount of money. . . . From this fund critic teachers used in the city receive \$300 each regardless of number of student teachers. We try to give each critic teacher at least 3 student teachers annually, and not more than six.

7. The salaries of high school teachers are paid by the college. They are part of college payroll and faculty.
8. The public schools pay no part of the supervisors or teachers' salaries. Since the college pays the bills, the college has complete control of the contracts of critic teachers and college supervisors. The public schools share in the cost of the equipment, library, and other expenses."
9. The University grants free scholarships or fellowships for summer school, to high school teachers who supervise our student teachers.
10. The high school principal receives the tuition - \$3.25 per semester hour. The courses provide for three semester hours of credit.

Several of the comments pointed out that the compensation goes directly to the person who is being compensated. Only two comments showed different practices.

1. The money is paid to the Board of Education. The Board pays the teachers. We now believe we would get better work and cooperation if we paid the teacher direct and extra. That is a supplement to the regular salary.
2. Student teachers pay a laboratory fee to the college for the student-training course, which is transferred to the business office of the city schools. City officials then pay this amount—\$15 per semester per student—to the critic teacher in the cooperating schools.

Literature revealed the same inconsistencies which the questionnaires showed regarding financial arrangements. Walsh states:

Great variety is evident in the remuneration policies of the teacher training institutions studied. Indeed, there appear to be no two plans exactly alike. Surveyed as a whole, remuneration practices appear to be an example of something that, like Topsy, "just grew"! Most aspects of any pioneer program probably develop out of the exigencies or the opportunities of the moment, and the results are not always even internally consistent.

To discern a "pattern" for remuneration policy from the data submitted seems impossible. Perhaps the off-campus program is not yet sufficiently developed to justify any uniformity of policy. Data submitted were so varied in their details that organization proved to be difficult. But to try to bring some order out of the mass of data so generously provided was, of course, necessary. Therefore the policies on cash remuneration of supervising teachers have been

loosely grouped into three main categories:

- Group I follows the general policy of no cash remuneration to the supervising teacher beyond her regular salary.
- Group II follows the general policy of paying directly to the supervising teacher a specified amount of cash in accordance with the number of student teachers supervised.
- Group III follows the general policy of paying a flat sum of money in return for teacher training opportunities in the school, regardless of the number of student teachers supervised during the year.<sup>1</sup>

In seventy-eight per cent of the twenty-seven institutions in Group II, each additional student teacher adds the same amount to the remuneration for supervision. In twenty-two per cent of these institutions the designated amount is paid, regardless of how many student teachers may be supervised at one time. In the distribution of the cash payments, the median is twenty-five dollars. Eleven institutions pay this amount to their supervising teachers. As nearly as could be computed from the available data concerning cash payments, the average amount is thirty-one dollars.<sup>2</sup>

Williams' study gave a rather clear account of prevalent financial practices. He reports:

The officials who replied to the questionnaire gave data regarding the forms and amounts of compensation which are given. Of 131 institutions which participated in this study, 102 use off-campus schools. Ninety of these reported the compensation which is given to cooperating schools. . . . 95.6 percent give compensation in one or more of three forms: (a) by paying a part of the expenses involved in conducting the school; (b) by furnishing substitute teachers who, without college credit and without pay, serve as substitutes for regular teachers when they are absent; and (c) by waiving tuition fees to supervisors who take courses in college for credit. It is the most common practice to pay a portion of the expense of conducting the laboratory school, seventy-eight institutions making payment in this manner. Less than a fourth (23.3 percent) provide substitute teachers for the cooperating schools and only about one in thirteen (7.8 percent) waive tuition fees to supervisors who take college courses for credit. Waiving tuition fees is more commonly the practice in the institutions of the Middle Atlantic Division than in other sections of the country.<sup>3</sup>

1. Letitia Walsh, Remuneration of Off-Campus Supervising Teachers of Home Economics. Urbana: University of Illinois, 1946. pp. 15-16.

2. Ibid., p. 19.

3. E. I. F. Williams, The Actual and Potential Use of Laboratory Schools. Contributions to Education, No. 846. New York: Bureau of Publications, Teachers College, Columbia University, 1942. pp. 162-163.

The item of expense paid most frequently, either in part or in full, is the salary of the supervisor. More than two-thirds (69.6%) of the institutions subsidized the school for this item. Next in order of frequency are the salaries of the principal and of the superintendent of schools.<sup>4</sup>

Williams' investigation revealed four plans of payment. They are as follows:

1. The college pays a flat lump sum to the cooperating school. Five institutions use this method, paying yearly sums of \$25, \$480, \$700, \$1,000, and \$10,000 respectively. The last is in a large city where the student-teaching load is heavy.

2. The college pays a stated percentage of the salary of each critic or supervisor. Seventeen institutions employ this method, and the portion paid ranges from 5 to 100 percent. Five teachers colleges vary the percentages paid to supervisors in the different affiliated schools which they use.

3. The college pays each critic or supervisor a flat sum irrespective of the number of student-teachers which are supervised. Twenty-nine use this plan. The amount sometimes varies in elementary schools and high schools. One institution pays each elementary teacher \$200, and each high school teacher \$400. Another compensates the elementary teachers with \$150, the high school teachers with \$500. Still another pays the critic teachers in the classrooms, \$1,400, and the supervisors of the school \$1,920. The sums range from \$75 to \$4,500.

4. The college pays the critic or supervisor on a per capita basis for each student-teacher supervised. Nineteen institutions employ this plan, paying from \$1.00 a week to \$400 a year per student. Eleven compensate on a yearly basis, paying from \$15 to \$100 per student. One pays \$50 to \$75 a semester; two, from \$15 to \$33 a quarter; two, \$5.00 to \$20 a month; and three, \$1.00 to \$2.00 a week.<sup>5</sup>

Baughner found in his study that "the most frequent practice among the colleges that pay money is to pay a certain sum for each student taking practice-teaching in the cooperating school."<sup>6</sup> He also found that the amount paid by different colleges for each student teacher ranged all the way from \$5.00 to \$121. He says that

4. Ibid., p. 164.

5. Ibid., pp. 164-165.

6. Jacob I. Baughner, Organization and Administration of Practice Teaching in Privately Endowed Colleges. Contributions to Education, No. 487. New York: Bureau of Publications, Columbia University, 1931. p. 17.

....as a rule, it is the small college, training comparatively few teachers a year, that does not pay the cooperating schools for the practice-teaching privilege. The larger schools and the ones in which practice-teaching is seemingly more nearly perfected pay the larger sums for each student taking practice-teaching.<sup>7</sup>

Strebel also found inadequate financial arrangements in a large percent of the colleges. He reported that

....a large percentage of the universities did not subsidize their cooperating high school teachers. The amounts paid by those who did subsidize were so small in some cases that they were not in any way commensurate with the services rendered. The universities which operate on this basis cannot exact high standards of service from their supervising teachers. They are not in a position to insist upon suitable academic or professional preparation; they are unable to call the supervising teachers together for the many conferences needed for coordination; and they are not free to assume immediate direction of their supervisory activities.<sup>8</sup>

#### Superior Practices

The following findings in current literature indicate superior practices, opinions and attitudes regarding financial arrangements between colleges and public schools for the training of student teachers. Mead is of the opinion that

....in those situations in which a cooperative plan for student-teaching is used there is a special need that the agreement should provide conditions of evident mutual benefit. How this can be done will depend upon the resources of the cooperating institutions and their willingness to serve each other. Often the matter is projected as a service to be rendered to the student-teacher only and not to the cooperating school, its pupils, and its patrons. The obligations to service are reciprocal; this fact should not be overlooked. Service to the school that supplies facilities for student-teaching may take the following forms: (1) money contributions to help support the work of the cooperating school; (2) free public lectures for the cooperating community; (3) aid in the reorganization and administration of the schools; (4) creation of needed additional sections of classes; (5) number of teachers increased; (6) needed apparatus

---

7. Ibid., p. 17.

8. Ralph F. Strebel, The Nature of the Supervision of Student-Teaching in Universities Using Cooperating Public High Schools. Contributions to Education, No. 655. New York: Bureau of Publications, Teachers College, Columbia University, 1935. pp. 138-139.

supplied; (7) supervised study established; (8) the interest of all the teaching staff in the study of educational problems insured, especially in problems of teaching; (9) the use of standardized intelligence and educational tests and measurements developed; (10) the library of the cooperating school enlarged; (11) the facilities of the college or normal school opened to the teaching staff of the cooperating school; (12) help given in securing improved living conditions for teachers; and (13) an increase in the teaching skill of the public school staff. The obvious benefits to the other institution may be summed up under the head of facilities for demonstration teaching (observation), student-teaching, and educational research. Unless the principle of mutual benefit is adopted as a working guide, the potentialities are not realized. Hence the neglect of this subordinate principle is unethical.<sup>9</sup>

Allen believes<sup>10</sup> that the practice of supplementing the salaries of the supervising teachers is the most satisfactory method of rendering service to the cooperating school. Strebel and Baugher also maintain that it is necessary to subsidize the supervising teachers if both the college and the cooperating schools are to be mutually benefited.

Strebel states:

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

Baugher makes it clear that unless cooperating teachers are paid for their supervisory services, the university cannot exact a high type of supervisory activity from them. He says:

The college authorities must be willing to pay a part of the salary of the cooperating teachers so that their teaching loads may be so arranged that they give time to the holding of conferences, the working out of lesson plans, and the organization of materials with the practice teachers. No adequate supervision can be provided unless this payment can be arranged.

The conscientious supervising teacher will spend more time and energy in the supervision of a student-teacher who teaches only one period a day than in the teaching of a class of pupils. Conducting conferences, reviewing lesson plans, assisting in the organization of subject matter are time-consuming tasks. A cooperating teacher

---

9. Arthur Raymond Mead, Supervised Student Teaching. Richmond: Johnson Publishing Company, 1930. pp. 152-153.

10. Cecil H. Allen, Legal Principles Governing Practice Teaching. Peabody College for Teachers. Contributions to Education, No. 184. Nashville, Tennessee: Cullom & Gertner Co., 1937. p. 116.

expressed it aptly when she said, "It is infinitely easier to teach a class of pupils than to teach someone else to do it effectively."

In a well-coordinated supervisory program many additional demands are made of supervising teachers. With our rapidly evolving philosophy of education and supervision, they should be required to study constantly to keep informed. Many records and reports should be filled out by them and submitted to the university authorities. In programs where there are several supervisory officers, frequent supervisory meetings should be held for the purpose of discussing super-problems and of coordinating supervisory activities. All of these demands must be made to insure a forward-moving program.

It seems reasonable that unless the universities subsidize these teachers sufficiently to make supervising teaching attractive, they are not in any position to make such demands.<sup>11</sup>

Williams expresses the same opinion as that of Strebels, Allen, Baugher and Mead. He states:

Off-campus schools should be compensated for the service they render to the teachers college, preferably by the payment of supplementary salaries to the supervisors. This should be in addition to the salaries which the supervisors regularly receive as teachers in the public schools, and as compensation for additional duties which they perform. It should not serve merely as a device to save money for the local school district.<sup>12</sup>

The cooperation of off-campus schools is secured most effectively if the teachers college pays a financial consideration either directly to the cooperating school or to the supervisors of student-teaching. It is usually necessary to subsidize the local schools to meet the increased expenses incurred in using the schools for laboratory purposes, to employ superior supervisors, and to maintain a spirit of cordiality and cooperation.<sup>13</sup>

The three contracts mentioned in Chapter II as having been entirely satisfactory to all parties over a long period of time, contain the following financial provisions:

Contract A is an agreement between the Board of Education and the University. It states that "the University will (a) supplement the salaries of those teachers designated by \_\_\_\_\_ University as critic

11. Strebels, op. cit., pp. 23-24.

12. Williams, op. cit., p. 226.

13. Ibid., p. 116.

teachers; (b) supplement the salary of some teacher as principal of the high school, such subsidy to be determined by the Director of Teacher-Training." This same contract provides for supplements to the salaries of all not-critic teachers and also to the janitor.

Contract B is an agreement between the College and the Board of School Trustees. It states that "in return for the privilege of training student teachers in the public schools the college agrees to pay to the Treasurer of the \_\_\_\_\_ City School, or to such person as he may designate as agent, the sum of thirty-six dollars (\$36.00) per student teacher per semester."

Contract C is an agreement between the Board of Education and the University. It contains the following provisions:

- a. "The University agrees to subsidize teachers as mutually decided upon by the Board of Education and the University; and to formulate in cooperation with the Board of Education a schedule for subsidies within the next school year.
- b. "The amount of the University subsidy shall be paid to the Board of Education at stated intervals and in a manner convenient to the University.
- c. "A teacher shall receive remuneration from the University only so long as his work is approved by the corresponding department in the University and by the Director of Teacher Training. It is understood that disapproval would not terminate the remuneration until the close of the school year.
- d. "The Board of Education agrees to purchase equipment and supplies necessary to the customary functioning of the schools. Additional equipment and supplies necessitated by the teacher

training program will be provided by the University.

- e. "All teachers in the schools of \_\_\_\_\_ who in any way serve the teacher training interests of \_\_\_\_\_ University may continue to enjoy the privileges of the Faculty Dining Hall, the Woman's Faculty Club, and Men's Faculty Club as heretofore."

It was pointed out in Chapter II that all of the experts agreed that there should be a written contract between the two parties but they were not in complete agreement with regard to the financial arrangements between colleges and cooperating public schools in the training of student teachers.

1. Eight of the twelve experts agreed that the cooperating school should be compensated for the services it renders the college. However, one expert thought this provision unnecessary. She expressed the following opinion: "Some public schools feel they gain much more than they lose, so money is not a question." Three experts thought that the provision needed modification. They expressed the following opinions: (1) "The local school helps itself and I am not convinced that financial help is needed except to assist in securing a proper critic teacher." (2) "I am opposed to compensating the cooperating school unless the teaching load of the supervising teachers is reduced." (3) "The compensation may be money or may be services. A school I know is given the services of a college staff member for the supervision of Home economics." One of the experts was so vitally interested in this study that she wrote a letter re-stating her opinions. In regard

to financial arrangements she says "there is probably no question but that some plan should be worked out by which sufficient financial returns accrue to the school or supervising teacher. These should be such that the new responsibility is considered a professional advancement for the teacher."

2. Only five experts agreed that the college should supplement the salaries of the principal and the critic teachers in the cooperating schools, and that supplement should be in addition to the regular salaries which they receive. The other seven experts suggested that the provision be modified. Four of them said "pay critic teachers only." Two others were not so positive in their statements, however. Their comments show uncertainty regarding supplementing the principal's salary. One says, "I suggest paying the critic teachers, but our principals have very little responsibility." Another one states, "I am not sure about the principal unless he actually does something with the program."
3. There were two provisions for validations concerning to whom the college should send its compensation. The first provision read: "The college should send all its compensation for the cooperating school to the Board of Education." Five of the experts were in agreement with this. Six expressed opposition and one thought it unnecessary. She wrote, "The Board has agreed to the provision. Save the extra bookkeeping." The second provision read: "The college should send the money for supervisory services directly to the principal and the critic teachers in the cooperating school." Nine experts preferred

this arrangement to the one given above. The other three experts expressed opposition but gave no reasons.

4. Only four of the experts favored the recommendation that the college should agree to pay each critic teacher a specified sum irrespective of the number of student teachers she supervises. Six experts expressed opposition. Three gave their reasons which follow: (1) "I have no research to substantiate my belief that payment per student teacher is preferable, but I have experience." (2) "This should be determined in terms of student teachers supervised and time given to the supervision." (3) "I am opposed because teacher loads are now being scientifically determined. (Douglas formula, etc.)" The other two experts suggested that the provision be modified so that "a certain sum should be paid for each student teacher."

#### Summary

This investigation of financial arrangements shows a wide range of practices. The writer found a number of colleges giving no reimbursement. However, many of these reporting no reimbursement are small colleges training comparatively few student teachers. Most of the colleges training a relatively large number of student teachers give some form of compensation to the cooperating schools.

The kind and amount of compensation also show wide variation. There are three forms of compensation which seem to represent the general practice. The form which is most prevalent is paying a part of the salary of the supervising teacher. The form which ranks second in usage is furnishing substitute teaching to the cooperating school without pay.

Those serving as substitute teachers are college students who have usually had some student teaching experience. The third form of compensation is not so frequent though it is found often enough to justify mentioning it. This form is waiving tuition fees of the supervising teachers who want to take college courses for credit.

This study has shown that when compensation is given the cooperating school it usually goes only to supervising teachers. Occasionally the principal and the city supervisor of home economics are reimbursed, but this is done so seldom that it cannot be listed as a general practice.

The amount of compensation paid to supervising teachers is usually determined by the number of student teachers supervised. However, there are some colleges paying the supervising teacher a flat sum irrespective of the number of student teachers under her supervision. The amount of compensation paid shows wide variation. Some colleges pay so small a sum that it would seem almost an insult to the supervising teacher when compared to the added responsibilities placed on her. Others pay a substantial sum which would indicate definitely that the new responsibility of supervision is a professional advancement.

The usual practice is for the college to send a check directly to the supervising teacher at the close of each semester in the cooperating school program.

Superior practices indicate that all well-coordinated student-teaching programs provide mutual benefit to both parties; the cooperating school providing needed facilities for student teaching and the college giving in return some form of compensation for the services rendered. The student-teaching arrangements which were found mutually satisfactory

to both parties show adequate compensation given to the cooperating school. Programs developed under these conditions were of high caliber. They appeared to be more nearly perfected arrangements for student-teaching.

Superior practices show that the salaries of all supervising teachers are subsidized. The subsidy is paid in addition to their regular salary. The amount of the subsidy is sufficient to attract the best teachers and to serve as a real professional advancement. A method which has proven satisfactory for determining the amount of compensation is that of basing the amount on the number of student teachers supervised. At the close of the semester in the cooperating school checks are mailed directly to supervisors.

In addition to the subsidy given the supervising teachers, many colleges grant special privileges to all teachers and administrative personnel who are cooperating in the student teaching program. These privileges consist of opening facilities to them, such as: faculty dining hall, faculty club, library, special lectures, etc.

There is another superior practice which is not often found yet. In situations where it was found, the parties listed it as an indispensable provision for the best relationship between the college and the cooperating school. This provision is subsidizing the salary of the principal in the cooperating school. This practice seems to be a comparatively new one which is just beginning to prove its worth.

## CHAPTER IV

### ADMINISTRATION AND SUPERVISION

#### Local Situation

In trying to understand the local situation with regard to the administration and supervision of student teaching in home economics the writer continued the interviews with people who were familiar with the cooperative plan between the college and the public schools. The following people were interviewed: (1) in the college, the Dean of Administration, the President, the Head of the Home Economics Department (who was also College Supervisor of Home Economics Student Teaching), and the in-service student teachers; (2) in the public schools, the City Superintendent of Schools, the Principals, the City Supervisor of Home Economics, and the supervising teachers.

The aspects of administration and supervision which the writer investigated were:

1. The division of responsibility between the college and the cooperating schools.
2. The teaching load of the supervising teachers.
3. The criteria used in selecting supervising teachers.
4. The number of student teachers assigned to supervising teachers in the cooperating schools.

The interviews revealed the following practices:

The student teachers were supervised by the College Supervisor of Home Economics, the City Supervisor of Home Economics, and the supervising teachers in the cooperating school. Most of the arrangements

for the administration and supervision of student teaching were made between the College Supervisor and the City Supervisor of Home Economics. The City Supervisor got permission from the principals in the chosen schools to bring student teachers into their school systems. She also selected the teachers who were to serve as supervisors. Her criteria for the selection of the supervising teachers were experience, ability, and their teaching load. In the event the supervision of student teaching necessitated rearrangement of teaching schedules in the local schools, the City Supervisor worked with the principals and the supervising teachers in making the necessary changes. The College Supervisor and the City Supervisor of Home Economics worked together in the placement of the student teachers. Practically the only factor given consideration in the placement of student teachers was the student teachers' schedule. It was necessary to arrange her student teaching so that it would not conflict with her college classes.

There had been only one occasion when it had been necessary to remove a student teacher from teaching in the cooperating school. The removal of the student teacher was arranged by mutual consent between the College Supervisor, the City Supervisor, and the supervising teacher.

The student teaching program placed few administrative responsibilities and no supervisory responsibilities on the principals. They never attended conferences nor participated in the program in any way.

The City Supervisor of Home Economics arranged the distribution of supervisory responsibilities. Each supervising teacher taught three classes a day and had a student teacher in each class. In addition to this they were responsible for keeping study hall one period each day,

and one period was left free for conferences. The supervising teacher was expected to hold individual daily conferences with each student teacher and weekly group conferences with all student teachers under her supervision. In addition to these conferences she was expected to attend a two-hour seminar once a week at the college and to meet at stated times with the College Supervisor and City Supervisor of Home Economics to discuss the student teaching program. Her chief responsibilities to her student teachers were: to assist with, (1) the organization of units of work; (2) lesson plans; (3) teaching techniques, and (4) classroom management. In addition to this she was expected to accompany each student teacher on at least two home visits to pupils and to go with student teachers to teachers' meetings and to meetings of the Parent-Teacher Association.

The City Supervisor of Home Economics observed each student teacher twice a week; held weekly conferences with them; attended both the weekly group conference and the seminar, and arranged for staff conferences at stated times.

Her chief responsibility to the student teachers was the supervision of their work experiences in school and community activities, such as the school lunch rooms and the school canneries. She was also responsible for arranging adult classes in which student teachers could participate. She helped each student teacher plan one demonstration for adult classes and supervised the demonstration.

The College Supervisor carried a nine-hour teaching load in addition to the supervision of an average of nine student teachers per semester. She observed each student teacher once a week and attended the weekly group conference with the student teachers and the cooperating

supervisors; the weekly seminar; and, the staff conferences with the cooperating supervisors and the City Supervisor of Home Economics. Her chief responsibilities to the student teachers were daily conferences to check their lesson plans and their teaching materials.

The plan for student teaching in home economics seemed to be satisfactory to the college administrators and the City Supervisor of Home Economics, but the supervising teachers in the cooperating schools felt that they had too much added responsibility in addition to their regular teaching load.

The student teachers also expressed dissatisfaction. They were of the opinion that they had too much supervision and said that they were often confused by conflicting advice and guidance from three different supervisors.

At the conclusion of the interviews the writer was of the opinion that the college had a minimum of control over the student teaching program and that there was an urgent need for coordination of the program.

#### General Practices

The administrative and supervisory practices in the local situation just described are not unusual. The student teaching programs which are poorly administered and supervised are usually found when provisions in contractual agreements are inadequate. The usual inadequacies in contractual agreements were pointed out in Chapter II. The questionnaires also revealed inadequacies; only five of the twenty-one colleges which had written contracts with the cooperating schools stipulated the teaching load of the supervising teacher, and, only seven stated the criteria for their selection. Seven of the twenty-one colleges listed the responsibilities of the supervising teachers. Eight of the colleges

stated that the City Supervisor of Home Economics cooperated with the student teaching program but there was no mention of her responsibilities in the contractual agreement. Only three of the colleges had provisions in their contracts for the dismissal of an individual student from teaching in the cooperating school.

With such haphazard arrangements it is not surprising that Strebel found poorly coordinated programs quite prevalent. He states that:

Approximately one-third (32.8 per cent) of the university supervisors reported that no provision was made for any coordination of the supervisory activities of the supervisory force; 18.3 per cent did not report on the question. Where there was coordination 1.5 per cent reported it was by use of conferences, 1.5 per cent reported that the supervisory staff worked together on the basis of a carefully defined plan of supervision.<sup>1</sup>

The data show that from one-fourth to one-third of the supervisory officers made no effort to coordinate supervisory activities. To this extent the universities included in this study violated the principle of "Coordination of Supervisory Activities."<sup>2</sup>

He states elsewhere in his study:

....both the university supervisors and the supervising teachers had contact with the student teachers in a supervisory capacity, yet little effort was made to integrate their supervisory activities. This must in many instances lead to confusion, for it is possible that the two points of view may be different.<sup>3</sup>

Henderson quotes Garrison as having found similar practices as those quoted by Strebel:

....there was practically no cooperation between the staff members who held group conferences and the teachers observed, whose work

---

1. Ralph F. Strebel, The Nature of the Supervision of Student Teaching. Contribution to Education, No. 655. New York: Bureau of Publications, Columbia University, 1935. p. 110.

2. Ibid., p. 111.

3. Ibid., p. 139.

was used as the basis for these conferences. That condition has changed but little if any since his study was made (1927).<sup>4</sup>

Henderson's investigation also revealed poorly coordinated programs. He states that the plans seem "to be unorganized in the main and sorely in need of revision."<sup>5</sup>

....the work in the college departments is separated too widely from that in the training school for the most efficient teacher-training program.

Neither the subject-matter departments nor the subject-matter teachers in the college had any considerable part in assigning student teachers to their student-teaching positions. Hence the training school is not tied sufficiently closely to the other college departments to make it a real training center or "proving ground" for the other college work.<sup>6</sup>

Poor coordination is closely related to another short-coming frequently found in cooperative student-teaching programs. This has to do with the inadequate policies concerning the control of the student-teaching program.

Strebel states that:

An effort was made to determine the degree of control the universities had over the educational programs in the cooperating schools. Twenty-seven out of twenty-nine institutions reporting, or 93.1 per cent, had no voice in the development of the high school curricula. Similarly, twenty-six out of twenty-eight universities reporting, or 92.8 per cent, had no part in the selection of textbooks. Also, only one of the directors reported that his institution had any direct control over the methods used. In the cases of the other twenty-nine universities reporting, it was clear from the data that at best they could do no better than to make suggestions relative to methodology, with the control resting in the hands of the public schools.

In 51.7 per cent of the universities reporting, the nomination of the supervising teachers was made by the universities and approved by the public school authorities; in 31 per cent of the cases such teachers were suggested by the public schools and approved by the

---

4. Elisha Lane Henderson, The Organization and Administration of Student Teaching in State Teachers Colleges. Contributions to Education, No. 692. New York: Bureau of Publications, Teachers College, Columbia University, 1937. p. 103.

5. Ibid., p. 103.

6. Ibid., p. 44

universities; 17.2 per cent reported a combination of both methods. One of the universities studied had little or no control over the public schools they used for student-teaching purposes. Quite generally they failed to meet the requirements of the principle of "University Control." Their programs of student-teaching had to be adapted to public school conditions irrespective of the desirability to do so.<sup>7</sup>

The conditions under which the student-teacher must work are often far from ideal and because of the dual control it is sometimes impossible to mend them.<sup>8</sup>

Strebel quotes Yeuell as saying "facilities (Student-teaching) are inadequate and the control of those facilities is so slight in most instances that the cadet is not apt to get the training which he is due."<sup>9</sup>

Perhaps the part the principal plays in the student-teaching program has a close relationship to the control and the coordination of the program. This investigation has shown that the principal usually plays a very minor role. Henderson's investigation showed that "the principal of the school seems to fill a very minor position in the training school organization, compared to the principal's position in the public school system."<sup>10</sup> Elsewhere in his study he states:

Despite these recommendations and suggestions from public school practice, the principal of the training school has very little to do with the training of teachers in most of the teachers colleges.<sup>11</sup>

Baughar found in his study that all indications "seem to point

---

7. Strebel, op. cit., p. 131.

8. Ibid., p. 23.

9. Ibid., p. 22.

10. Henderson, op. cit., p. 95.

11. Ibid., p. 96.

out that the high school principal does not supervise the work of the practice-teachers to the extent that such supervision can be termed part of his regular duties."<sup>12</sup>

There were, however, comments on the questionnaires which showed that four out of the seventy-six colleges reporting had situations unlike the ones found by Henderson. These four colleges reported as follows: (1) "The principal attends all group conferences with the College Supervisor, the City Superintendent and the supervising teachers; (2) "The Principal and the Head of the Home Economics Department coordinate the practice teaching program; (3) "Student teachers have weekly conferences with the Principal and discuss business and organization of the school; (4) "The college supervisor makes arrangements with the principal for practice-teaching." However, such practices as those mentioned above appear to be in the minority.

This investigation has shown not only poor administration but also inadequate supervision. Strebel states:

....student-teaching has not yet reached the point where it is considered of major importance among the universities studied. The fact that the university supervisors, in many cases, assumed the responsibilities of supervision in addition to their regular service loads leads to this conclusion. Supervision is not as yet on the same footing as college class work or administration.<sup>13</sup>

Too often, however, as the data from the present study and others show, those engaged in supervision are required to assume these duties in addition to an already full load. Under such circumstances one may raise the question as to whether supervision is

---

12. Jacob I. Baugher, Organization and Administration of Practice Teaching in Privately Endowed Colleges. Contributions to Education, No. 487. New York: Bureau of Publications, Columbia University, 1931. p. 49.

13. Strebel, op. cit., p. 138.

not thought of as having only secondary importance.<sup>14</sup>

Haerther and Smith, in their investigation of thirty-two colleges and universities, found that the lack of adequate supervision was one of three of the gravest problems in the conduct of student-teaching.<sup>15</sup>

Williams also found inadequate supervision. He states that "one of the most persistent and frequent difficulties relates to the inadequate preparation of local teachers as supervisors or critic teachers."<sup>16</sup>

Strebel says, "The evidence leads one to believe that the supervising teachers in many instances were selected on the basis of expediency rather than of qualifications."<sup>17</sup>

In 1933-34 Williams found that:

....almost two-thirds (63.7 percent) of the institutions had more or less difficulty in securing effective supervision of student-teaching because the local teachers were poorly prepared as supervisors. It is probable that at least a part of the difficulty is traceable to the fact that in a considerable number of cases the compensation is poor and the supervisors lack proper professional status in the teachers college.<sup>18</sup>

It may be that the general over-loading of supervisors is the cause of the frequent inadequacy of the supervision. Henderson says:

Since the average number of student teachers assigned to one training supervisor at any one time was more than six, there was

---

14. Ibid., p. 17.

15. Ibid., p. 18.

16. E. I. F. Williams, The Actual and Potential Use of Laboratory Schools in State Normal Schools and Teachers' Colleges. Contributions to Education, No. 846. New York: Bureau of Publications, Columbia University, 1942. p. 188.

17. Strebel, op. cit., p. 145.

18. Williams, op. cit., p. 187.

very little time for individual conferences between the training supervisor and the student teacher.<sup>19</sup>

....at present supervising teachers do not have enough time in conferences with student teachers; in other words, the supervision is weak at this point.<sup>20</sup>

Walsh also found supervising teachers carrying too heavy a load. She states that "over half of the respondents volunteered the opinion that the present load of their supervising teachers is excessive."<sup>21</sup>

It has already been implied that the overloading of supervising teachers has frequently resulted in inadequate supervision. The conditions found by Baugher are indicative of prevalent practices. He found that:

Individual conferences are most frequently held at the cooperating school by the cooperating teacher. These are conferences of a few minutes in length held either between classes in the morning before school has opened, or in the afternoon after school has closed. They are necessarily formal and poorly planned. Thirty-six colleges state that a special hour is set aside by the cooperating teacher for the holding of individual conferences. At least nine of these seem to mean by their "special hour," a period either in the morning before school has opened, after school has closed or between classes. Only nine colleges reported that the individual conferences are held in special rooms provided for that purpose. Eighty-two colleges reported that they are held in halls, office, or library. The implications of these statements are that individual conferences are poorly planned and that since they are not reduced to routine duties for anyone, they cannot be part of anyone's planned program.<sup>22</sup>

With regard to group conferences, Baugher found that:

---

19. Henderson, op. cit., p. 103.

20. Ibid., p. 103.

21. Letitia Walsh, Remuneration of Off-Campus Supervising Teachers of Home Economics. Urbana: University of Illinois, 1946. p. 13.

22. Baugher, op. cit., p. 50.

Most of the group conferences are held weekly at the college under the leadership of the director of practice-teaching; these are one hour in length. Comparatively few colleges maintain the practice of having high school principal, subject-matter teacher at the college, cooperating teacher, and superintendent of schools hold conferences with the practice teachers.<sup>23</sup>

Henderson found that:

The group conferences were usually scheduled and the student teachers made specific preparation of some kind for them. These conferences were held by the training supervisor, the director of the training school, and the department supervisor in a vast majority of the cases.<sup>24</sup>

Baughner gives the following as the usual practices of the college supervisor. He states:

The college director of practice-teaching usually does a certain amount of supervision. Although many directors visit daily, weekly, and biweekly, the summarized reports show that twenty-seven out of 101 visit the cooperating school "never" or "seldom" or "irregularly" or at only "one time" during the practice-teaching course. It is evident that many directors of practice-teaching have no real authority in the school where the practice-teachers work.<sup>25</sup>

Henderson found that:

The subject-matter departments had practically no part in supervising the student teacher either through helping him plan his lessons or by observing him teach. This work was done almost exclusively by the training supervisors and members of the department of education in the college. Lesson planning did not meet the requirements of professional opinion on the subject. This situation was probably due largely to the fact that the subject-matter teachers in the college had no part in it in most cases. The final grade was largely determined by the training supervisor. Too much responsibility was placed upon this individual staff member in the student-teaching program.<sup>26</sup>

There are two aspects of this investigation which the writer found no reference to in general practice. One is the provision for

---

23. Ibid., p. 50.

24. Henderson, op. cit., p. 103.

25. Baughner, op. cit., p. 49.

26. Henderson, op. cit., p. 45.

the dismissal of unpromising student teachers. The writer found no mention of this provision in general situations. However, the frequent mention of this provision in superior practices seems to indicate that there are situations when student-teaching programs are detrimental to the pupils because of unpromising student teachers.

The other aspect which the writer found no help with is the part the City Supervisor of Home Economics plays in a cooperative student-teaching program.

#### Superior Practices

The following excerpts from literature indicate superior practices, opinions and attitudes regarding the administration and supervision of student teaching.

One of the most helpful accounts of how a good working relationship between a college and a cooperating school may be obtained came from a manual for supervisors of student teaching in homemaking education. It was written by supervising teachers under the direction of Dr. Maude Williamson at Colorado State College. They list the following:

#### Principles of Good Working Relationships Between the Supervising Teacher, Principal and Superintendent and the College Supervisor.

1. The college supervisor does not expect the public school to change its program because of student teachers.
2. The principal and superintendent should have a part in the student teaching program.
3. All should understand and respect each other's beliefs and personalities and should have a mutual understanding and respect for each other's viewpoint.
4. Each one should be kept informed about what the others are doing.
5. The college supervisor and the supervising teacher should agree in basic philosophy.

6. If there is a difference of opinion or a difference in a "way of doing things," restraint should be exercised on both sides until a common understanding is reached. This applies particularly to the college supervisor.
7. It is hoped that the superintendent and principal will be interested in the progress of the student teacher, but it is not expected that they will assume close supervision.

Principles for Good Working Relationships Between the Student Teacher and Other Teachers, Principal, and Superintendent.

1. The Principal or Superintendent:
  - (a) Should have a part in the student teaching program.
  - (b) Should be recognized as the key person in the administrative part of the school.
  - (c) Should keep student teachers informed by daily announcements from his office, as he does other teachers.
  - (d) Should introduce the student teacher to other teachers.
  - (e) Should be interested in making the student teaching experience as profitable as possible to the student.
  - (f) Should assign the student teacher to classes other than home economics for the purpose of observing and assisting the teacher in charge, but not for full teaching responsibility. Such observation should not take more than one-half of the student teacher's day.
  - (g) The student teacher should be glad to help with emergency situations such as substituting for a short period. However, the student teacher should not be interrupted when she has taken the full responsibility for teaching a class in home economics.<sup>27</sup>

Strebel points out the need for a good working relationship and a well coordinated supervisory program between the college and the cooperating schools. He states, "The supervisory staff should carry on its activities in terms of a well coordinated program."<sup>28</sup>

Henderson stresses the same need. He says, "if student teachers are to profit by a discussion of what they have done while teaching, there should be a closer cooperation between the training supervisor

---

27. Helen Luddington, Mary Otis, and others, Manual For Supervisors of Student Teaching In Homemaking Education. Fort Collins, Colorado: Colorado State College, 1943. p. 5.

28. Strebel, op. cit., p. 18.

and those who direct observation."<sup>29</sup>

Quoting Strebel again, he says:

It seems obvious that when two or more supervisors work with an individual student-teacher, they must do so with a clear understanding of their respective functions and in accordance with commonly accepted fundamental principles of supervision. Failure in this respect results in the "crossing of wires," with its attendant confusion to the student-teacher and to the supervisors.

Several issues are herein involved, which unless settled tend to nullify the supervisory effects. A few of these are:

1. What part is to be played by the university supervisors and supervising teachers in unit and daily planning; evaluation; conduct of conferences?
2. On what philosophic bases are criticisms of the student-teachers' work to be given by university supervisors and supervising teachers?
3. On what basis is supervisory policy established?
4. What differentiation of authority exists among the various members of the supervisory staff?<sup>30</sup>

Strebel has pointed out the issues which he believes need to be settled in order to have a well coordinated student-teaching program.

There is perhaps one more issue which should be added to Strebel's.

General practices indicated that the principals have little or no responsibility in the student-teaching program, yet superior practices

indicate that they should have an active part. In quoting Cubberley,

Henderson says:

In the organization and administration of a school building the principal is in control, and the changes in organization should not be made by special supervisors without his consent and would best be made by his specific order.<sup>31</sup>

He also quotes Almack and Bursch as saying "no matter how well equipped teachers may be, the principal is under obligations to help

---

29. Henderson, op.cit., p. 103.

30. Strebel, op. cit., pp. 18-19.

31. Henderson, op. cit., p. 66.

them to the extent of his powers."<sup>32</sup>

Elsewhere he quotes Nutt as saying: "The high school principal is in the best position of any person, except the superintendent to supervise the teaching done by the high school teachers."<sup>33</sup>

Mead is also of the opinion that the principal should have an active part. Henderson quotes Mead as saying:

In either a cooperative plan or in a campus school the principal should be an active worker in teacher preparation. This is surely sound administrative policy. He further says in his "Short Venture in Utopia," in each laboratory school there will be a person responsible as the head of the school. He should be skilled in teacher-preparing work as well as school administration.<sup>34</sup>

Baughner also expressed the opinion that the principal should be a participant in the student teaching program. He states, "The principal of the cooperating school should also attend the conference and should at times lead the conference discussions, if the affiliation is well perfected; he may actually be the director of practice teaching."<sup>35</sup>

Contract B which has been referred to elsewhere in this chapter contains the following provision which shows that the principal has a part in the student-teaching program: It is agreed that the Superintendent, and all principals and supervisors of instruction shall be responsible to, and be paid entirely by, the Board of Education. No critic teaching shall be done by them. However, they shall furnish cooperation that will facilitate the work of the University in grades and classes

---

32. Ibid., p. 66.

33. Ibid., p. 66.

34. Ibid., p. 96.

35. Baughner, op. cit., p. 97.

under their supervision.

Literature and contracts have shown that superior practices include clear cut responsibilities for both parties. The part which the principal should have in the student-teaching program has already been pointed out. The following superior practices have been found with regard to the responsibilities assumed by the supervising teachers.

Baughner states that the supervising teacher in the cooperating school is the

....one to give the real supervision of lesson planning, and the organization of units of subject matter, as well as first-hand advice in the actual technique of teaching. She represents at the same time the embodiment of subject matter, professional training, and actual classroom procedure.<sup>36</sup>

Baughner states further that:

Although it is not desirable to insist that all practice-teachers shall write every lesson plan according to a uniform outline, it is absolutely essential that every practice-teacher prepare beforehand a rather definite plan of procedure for the teaching of every lesson undertaken. Such a plan insures more careful preparation of the main divisions of thought to be included, pivotal questions to be asked, and illustrations to be made. These plans then, regardless of the specific arrangement that is followed, should be discussed and evaluated by the cooperating teacher and the practice-teacher in conference. Where this phase of the work is entirely absent, no real training in practice-teaching exists; furthermore, the cooperation of the various departmental heads of the college also is necessary here.<sup>37</sup>

Baughner points out another important responsibility of the supervising teacher. He says:

No adequate plans for practice-teaching can be worked out until cooperating teacher can find time to hold well-planned conferences with all her practice-teachers, in which the practice-teacher can get

---

36. Ibid., p. 97.

37. Ibid., pp. 54-55.

real help in lesson planning together with a frank criticism of her classroom technique. Since the average cooperating teacher for the colleges included in this study has only two or three practice-teachers under her supervision in any one year, it would seem relatively easy to set aside a definite time in the schedule of each cooperating teacher for regular conferences with each practice-teacher. This would be one of the most valuable steps possible for many of the directors of practice-teachers.<sup>38</sup>

The manual for supervisors of student teaching in homemaking education at Fort Collins, Colorado, analyzes the job of the supervising teacher in the following way:

The supervising teacher is responsible for the development and maintenance of good relationships between herself and the student teacher in class, in school, and in the community.

She acts as the intermediary between the school administrators and the student teacher; and the student teacher and homes in the community.

She advises the student teacher concerning living arrangements and social and professional life in the community.

She guides the student teacher in planning for and directing class and school activities and evaluates progress.

She watches for and interprets evidence for trends in development of the student teacher.

She evaluates the student teacher at the end of the teaching period.<sup>39</sup>

Baughner recommends that:

The director of practice teaching should hold at least one weekly conference with the cooperating teachers. . . . The conference between the director and the cooperating teachers should be held at the cooperating school.<sup>40</sup>

Contracts A and B which have proved so satisfactory to both parties list the following division of responsibilities:

Contract A states that "it is agreed that (a) the Director of Teacher Training may visit and observe the work of any member of the staff of the public schools who is being subsidized by the University.

38. Ibid., p. 53.

39. Luddington, Otis, and others, op. cit., p. 2.

40. Baughner, op. cit., p. 97.

Other representatives of the University may make arrangements through the Director of Teacher Training with the Superintendent of Schools to visit and observe the work of the critic teachers.

"(b) the Director of Teacher Training shall make all assignments of students to Student Teaching and to Observation and Participation. A complete record of these assignments shall be filed with the Superintendent of Schools one week prior to their teaching for his approval. The Director of Teacher Training shall make all arrangements for conferences between critic teachers and student teachers at times agreed upon with the Superintendent.

"(c) the Director of Teacher Training shall call meetings of critic teachers for necessary counsel and direction at times and place agreed upon with the Superintendent. Critic teachers shall be considered as members of the teaching staff of the public schools and shall not be considered or listed as members of the faculty of the University. No supervisory officer or critic teacher shall teach classes in the University.

"(d) reports and records relating to Teacher Training shall be made by subsidized teachers to the Director of Teacher Training at his request."

Contract B states that "it shall be the duty of the critic teacher to direct, supervise and criticize the work of the student teacher in the conduct of the teaching work. She shall hold daily conferences with the student teacher and a stated conference at least once a week. She shall cooperate with the Head of the Department of Education at \_\_\_\_\_ College in carrying out the requirements of the College relative to practice teaching."

This contract has the details of administration very carefully defined as follows:

DETAILS OF ADMINISTRATION

1. The student teacher shall enter the class as a regular member of the group and observe for the first week. During that period the student shall prepare the daily assignment as a student and also prepare a topical teaching plan from the point of view of a teacher.
2. During this first week the critic teacher shall have a daily conference with the student teacher and such longer conferences as may be necessary to give the student teacher a survey of the work of the course to be covered and its requirements.
3. During the second week of the course, the critic may ask the student teacher to take charge of the class for at least one recitation or more as may seem wise and to ask the student teacher to perform such routine duties or supervision of the work of the group as may be helpful to the student.
4. At the end of the first week the student teacher must file with the critic the first plan for a unit of instruction. This plan should be in the critic teacher's hands early enough for the critic to prepare comments on the plan before the stated weekly conference. This stated conference hour should be used for comments and criticisms of the work during the week just closed and comments and plans for the week following.
5. All criticisms and comments by critic teachers either as to topical or daily plans or actual work in the class hour must be put in writing and filed. The daily conference must be recorded in writing. Weekly plans of the student teacher must be made on the regular blank in triplicate, the critic teacher's comments to be written on the same sheet. Two copies of the weekly plan and critic's comments together with the critic's weekly reports must be sent to the Principal's office by 8 a.m. Monday of every week.
6. The student teacher must prepare a daily plan for each lesson unit during the course on a regular form, this copy to be kept on file in the room where the class meets. This plan must be submitted each day to the critic for comment and criticism.
7. The critic teacher must remain in the room while the student teacher has charge of the class except when her place is taken by the Principal or other supervisory officer.
8. The critic teacher will keep a written record of daily observation of the student teacher's work which must be kept on file. This daily record shall form the basis of the bi-weekly report, one copy of which is to be sent to the Principal and one to the Head of the Department at \_\_\_\_\_.
9. The student teacher is entitled to and should see the critic teacher's bi-weekly report.
10. The critic teachers of the school shall meet regularly with the Head of the Department of Education at \_\_\_\_\_.
11. Beginning with the third week the student teacher should actually teach the class not less than three hours per week on an

average; it being understood that the critic teacher shall actually teach the balance of the week.

12. It is understood that the critic teacher is responsible for the work of both the class and the student teacher.

13. In the making of plans for the topical or the daily recitation unit, there should be specific attention to the problem of the supervised study period.

14. It shall be the aim of the officers and teachers in charge of the work to provide the student teachers with a semester's experience in actually handling a high school class under normal public school conditions with the addition of constant and expert supervision and criticisms of the critic teacher.

15. Student teachers shall attend regular faculty meetings or departmental conferences as the Principal may require.

16. At the beginning of the semester the Principal shall arrange for a series of meetings with student teachers at which such topics as the course of study, general school procedure, etc. shall be explained and discussed.

Literature showed that in a well coordinated program, which is mutually satisfactory to both parties, the responsibilities for each party are clearly defined. Superior arrangements also grant the college considerable control over the cooperative program.

With regard to the control of the student-teaching program, Henderson says "it is generally agreed that teachers colleges should have administrative control of their training school."<sup>41</sup>

Strebel states:

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.<sup>42</sup>

Unless the universities can play a part in determining the curriculum and in directing the methodology used, there is little hope that theory and practice can be coordinated, which after all is one of the major purposes of student-teaching. There is little point to teaching advanced theory in the college classrooms if the student-teachers will be forced to practice along traditional lines, as

---

41. Henderson, op. cit., p. 7.

42. Strebel, op. cit., p. 22.

seems frequently to be the case at present.<sup>43</sup>

Confirming Strebel's recommendation, Williams states that:

Within the limits permitted by the legal structure of the states concerned, it is desirable for the teachers college to exercise considerable control of the training school facilities since a plan of dual control by the teachers college and board of education is difficult to administer. Others approve a policy of joint control by the teachers college and the board. Evenden recommends that institutions have enough control "to assign and supervise the work of student teachers." Foster thinks that the teachers colleges should have sufficient control of the laboratory schools "to approve the teachers with whom students are placed, determine the assignments of students, and modify the curriculum and the methods of instruction in the schools."<sup>44</sup>

Strebel found that Yeuell made a questionnaire study of student teaching in forty-two state universities. His investigation showed that:

It is quite possible for a director of practice teaching to control conditions in a practice school even though he does it purely by his own ability and personality. It is, however, highly probable that unless there is some legal right on the part of his institution to dominate the situation the cadet will suffer.<sup>45</sup>

Strebel also quotes Cook, who says rather caustically, that:

The cheapness of this plan (the use of public schools) seems to be its sole advantage. . . .(The) college can't direct policies either as to administration routine or methods.

Cook's point of view may be well taken if the condition he states cannot be remedied, otherwise it is extravagant.<sup>46</sup>

The following excerpts from two contracts which have proved to be satisfactory to both parties over a number of years show the factors which have been considered in determining the control of the student-teaching program:

Contract A:

The Public School Authorities shall have the privilege of requiring the withdrawal of an unpromising student teacher at any time

---

43. Ibid., pp. 138-139.

44. Williams, op. cit., pp. 173-174.

45. Strebel, op. cit., p. 23.

46. Ibid., p. 22.

during the practice teaching period.

The content of the courses taught and plans of the student teacher shall be controlled as determined by the Board of Education. Topical and daily plans shall be approved by the critic teacher in all cases, and copies of such plans shall be filed with the critic teacher. They should be available at any time for inspection by the Principal of the High School or the Head of the Department of Education at \_\_\_\_\_.

The details of the administration of the plan for Directed Teaching shall be in the hands of the Principals of the High Schools and the Head of the Department of Education at \_\_\_\_\_. It is understood that both critic teacher and student teacher will be under the control of the Principal as regular members of the teaching staff.

The critic teacher shall submit a bi-weekly report on all student teachers under her direction. A copy of this bi-weekly report shall be filed with the Principal and the Head of the Department at \_\_\_\_\_.

Contract B:

Agreement between Board of Education and \_\_\_\_\_ University  
1

It is the intent of this agreement to define the respective responsibilities of the parties concerned in such a way as to guarantee to the City a high type of unified system of schools, and at the same time to enable \_\_\_\_\_ University to secure a high type of laboratory service for its students in Education.

The Board of Education of the City of \_\_\_\_\_ agrees that the \_\_\_\_\_ University may use such rooms and classes in the public schools of \_\_\_\_\_ as are need for Observation and Student Teaching, subject to the mutual agreement of the Board of Education and \_\_\_\_\_ University officials. It is understood that by this agreement the Board does not surrender control and management of the schools of the city, however, the control and management to be exercised in harmony with the terms of this agreement and in the mutual interest of the parties hereto.

It is agreed, however, that all courses of study, the selection of text books and other instructional materials and methods of instruction shall be approved both by the Director of Teacher Training of the University and the Superintendent of Schools before they are submitted by the Superintendent to the Board for approval as required by law. In the event of disagreement between the Director of Teacher Training and the Superintendent of Schools regarding the courses of study, selection of text books and other instructional materials and methods of instruction the same shall be presented to the Board for decision, which shall be made entirely on the merits of the case after presentation by the Superintendent and Director of Teacher Training.

The first factor listed under "Control" in Contract A was the public school's privilege of withdrawing an unpromising student teacher

at any time during practice teaching. There was a special comment written in the margin of the contract saying "the clause providing for the withdrawal of unpromising student teachers has been very useful to us at times."

This practice bears out Henderson's opinion that the public school authorities should have the right to dismiss an unsatisfactory student teacher. He says:

The training supervisor or the principal should have the right to request a change of teaching position for any student teacher who is so placed that his work might be detrimental to the best interests of the children. Since the instruction of children is the only object of teaching, no student teacher should be permitted to continue his work if by doing so the children would suffer.<sup>47</sup>

It is apparent that the public schools are not only concerned about the quality of teaching done by the student teachers but also the percent of times a class should be taught by student teachers.

Engleman, as a result of his study, points out that the limitation of the amount of time pupils are taught by student-teachers is an ample safeguard for their protection. He concludes that "pupils in the public schools need not suffer at the hands of practice teachers if the regular teachers teach at least one-half of the time. . . ."48

Strebel's opinion is the same as that of Engleman. He says:

A highly important issue involved in all cooperative plans of student-teaching is the total time pupils are taught by student-teachers. It is obvious that the first interest of the public schools must necessarily be the pupils and every effort must be made to protect their interests. Learned and Bagley thus point out the need to limit the time the pupils are taught by student-teachers:

It may be laid down as a fundamental rule of training-school organization that certainly not more than three-fourths of the work

---

47. Henderson, op. cit., p. 115.

48. Strebel, op. cit., p. 109.

of any training school pupil should be under the direction of practice teachers, and the limitation of this proportion to one-half would be much better.<sup>49</sup>

Contract B which has already been cited in this chapter contains the following provision with regard to the percent of time a class may be taught by student teachers: "No pupil shall be taught in any class or room by student teachers more than fifty per cent of the time, during one semester. This fifty per cent shall apply to academic subjects only."

Henderson and Allen are also of the opinion that there should be a limit as to the amount of time a class should be taught by student teachers but they do not place the limit as low as Strebel and Engleman. Henderson states that "student teachers should not do more than sixty per cent of the teaching of any group of children as a general rule."<sup>50</sup>

Allen is of the opinion that the student teacher should do "at least one-half of the actual teaching in the elementary school and two-fifths of it in the high school."<sup>51</sup>

Since the first concern of the cooperating school is the protection of their pupils from exploitation, it is necessary not only to limit the amount of time a class may be taught by a student teacher but also to limit the teaching load of the supervising teachers so that they will have time to do a good job with both teaching and supervision.

---

49. Ibid., p. 109.

50. Henderson, op. cit., p. 116.

51. Cecil H. Allen, Legal Principles Governing Practice Teaching. George Peabody College for Teachers. Contributions to Education, No. 184. Nashville, Tennessee: Cullom & Gertner Co., 1937. p. 86.

Literature has indicated that the following practices are regarded as superior:

Strebel points out that:

Supervision of student-teaching should be considered as a regular part of the service load of supervising teachers and university supervisors.

Supervision of student-teaching is a major professional responsibility fully as important as teaching or administration.<sup>52</sup>

His investigation has led him to believe that:

The first and probably the most important, step to be taken by the universities in raising the academic status of the supervisory programs is to adjust the service load of the supervisors to equivalence with those of other staff members. In the absence of any existing standards it is safe to assume that the time and energy expended in the supervision of four students would be approximately equivalent to that expended in teaching a three semester-hour course. This is predicated on the following bases: (1) an adequate program of visitation and (2) sufficient conferences. Thus each four student-teachers supervised would constitute a service unit of three semester-hours.

The practice of asking university supervisors to assume the responsibility of supervision of student-teaching in addition to a full service load should be discontinued and an adjustment on some sort of basis suggested above should be made. Certainly the service load of university supervisors should not exceed that of the median of the staff members of the institution.<sup>53</sup>

Their teaching load should be reduced by the equivalent of one class period. Thus if the normal teaching load is five periods a day such teachers should teach only four.<sup>54</sup>

Baughner holds the same opinion as that of Strebel. He states:

It is absolutely essential that the teaching load of the cooperating teacher be so arranged that she have ample time to hold carefully planned conferences with all the practice-teachers teaching in her classes. . . . In these conferences she helps to organize the lesson for the practice-teacher, criticizes her work, and gives encouragement for future work. . . . Brief meetings in halls and libraries, and in moments between classes in the classrooms represent unsatisfactory conditions for holding conferences between a cooperating teacher and a practice-teacher.<sup>55</sup>

---

52. Strebel, *op. cit.*, p. 17.

53. *Ibid.*, p. 143.

54. *Ibid.*, p. 144.

55. Baughner, *op. cit.*, pp. 96-97.

Walsh also has found it desirable to

....limit the demands made upon a supervising teacher during a school year. A well-balanced and reasonably functional program of vocational home economics is generally accepted as one of the requisites in selecting an off-campus center. If to this full load is added the training of one or two student teachers, the teacher-training work added seems pretty certain to be greater than the teaching work of which the supervising teacher will be relieved by her "guest teachers".<sup>56</sup>

With regard to the number of student teachers assigned to a supervisor, Henderson states:

The number of student teachers assigned to a training supervisor at one time is so important that the American Association of Teachers Colleges has set up the maximum number that is acceptable for creditable work. The Association has limited the number of student teachers per training supervisor to eighteen per year doing ninety clock hours of student teaching.<sup>57</sup>

Mead goes even further, and states that the training supervisor under the ninety-hour load will be able to care for four student teachers, and only four at one time.<sup>58</sup>

Contract A contains a provision stating not more than two student teachers shall be allowed to do directed teaching during one semester in any one school with any one critic teacher and not more than one student teacher shall be assigned to any one class. Both the college and the cooperating school consider this provision of paramount importance.

While careful and efficient administration is tremendously important in a cooperative plan for the training of student teachers the final factor which determines the effectiveness of the program will

---

56. Walsh, op. cit., p. 13.

57. Henderson, op. cit., p. 24.

58. Ibid., p. 24.

be the nature of supervision given the program.

Strebel states:

The student-teaching program should be made the integrating center for the academic and theoretical aspects of professional education of teachers. The efficacy of student-teaching is conditioned by the quality of its supervision. Thus supervision viewed as such should be given major recognition.<sup>59</sup>

In view of the important functions performed by supervising teachers the best qualified teachers available should be selected. This carries with it the obligation to establish a salary schedule which is sufficiently high to attract superior teachers to this work.<sup>60</sup>

These teachers should be selected jointly by the university and the public schools on the basis of professional training, experience, and personal fitness. They should be designated as supervising teachers or an equivalent title and they should be identified with the university staff, preferably holding rank as faculty members.<sup>61</sup>

With regard to the criteria used in selecting supervising teachers, Williams quotes Engleman as saying "public-school teachers serving as critic teachers should be selected on the basis of their preparation, and should not be required to serve against their will."<sup>62</sup>

Strebel suggests the following standards for the selection of supervising teachers:

1. They should have a thorough knowledge of and be in sympathy with the entire program of the professional education of teachers. They should not only be willing but eager to serve in the professional capacity of supervising teachers.
2. They should have a type of personality which will appeal to college students.
3. They should be recognized as master teachers.

---

59. Strebel, op. cit., p. 143.

60. Ibid., p. 144.

61. Ibid., p. 144.

62. Williams, op. cit., p. 189.

4. They should hold a master's degree or be well on the way toward one.
5. They should have some special training in the professional education of teachers and in supervision.<sup>63</sup>

Georgia State College for Women used the following criteria for the selection of their supervising homemaking teachers:

- Attractive personality and teaching ability.
- Some study beyond Bachelor's degree.
- At least two years' successful experience in homemaking education.
- Desire to improve her own teaching efficiency.
- Willingness to supervise the teaching of students (2 each quarter) in her classes under the general direction of a councilor from the college.
- Willingness to study for three weeks this summer to prepare for work as a supervising teacher.

The following standards for a supervising teacher are given by Baugher: "The cooperating teacher is the real supervisor and training teacher. She needs an outstanding personality, an exceptional skill, and a command of the real art of teaching."<sup>64</sup>

Contract A contains the following provision with regard to the selection of supervising teachers:

Critic Teachers

1. The Superintendent of the \_\_\_\_\_ City Schools shall designate, subject to the approval of the Department of Education at \_\_\_\_\_ College, certain teachers who shall act as "Critic Teachers" in their special field.
2. The qualifications of such critic teachers shall be the following or its equivalent:
  - (a) Graduation from a standard college with at least a major in the subject in which they shall act as critics.
  - (b) A year of graduate work done in an approved college or university, in which Education was the major subject and with the subject in which they are to act as critic a minor.

Contract B contains a more detailed provision regarding the employment of supervising teachers. It states:

---

63. Strebel, op. cit., p. 145.

64. Baugher, op. cit., p. 96.

The superintendent will notify the Director of Teacher Training when a vacancy is in prospect. The Director of Teacher Training may submit credentials of candidates acceptable to the University indicating order of preference and subsidy that the University will pay. From the total list of applicants the Superintendent will submit credentials to the Director of Teacher Training for the position. The Director of Teacher Training will advise the Superintendent which candidates are acceptable to him indicating the order of preference and subsidy that will be paid to approved candidates for a position. All correspondence with candidates will be initiated and carried to a conclusion by the Superintendent. All interviewing of candidates will first be done by the Superintendent. It will be the policy of the Board to employ so far as possible teachers whose work has been observed by the Superintendent.

.....

The standards of training, education and experience for critic teachers shall conform if possible to the requirements of the \_\_\_\_\_ State Department of Education. Any other requirements must be approved both by the Board of Education and the University. The Board of Education shall employ critic teachers who conform to such specifications, all details of the employment of such teachers to be handled by the Superintendent. It is understood that recommendations of teachers by University officials shall receive due consideration by the Superintendent, and that plans for the employment of teachers shall be formed jointly before details regarding employment are arranged. The credentials of the candidates, including official transcripts of college records, for critic positions shall, however, be examined and filed in the office of the President of the University. The University authorities will transmit to the Board the names of candidates for critic teaching positions indicating a preference if they so desire. However, selection of the teacher to be employed shall be left to the Board of Education. The Superintendent of Schools and the Director of Teacher Training must agree on the list of teachers and the salaries to be paid before it is presented to the Board of Education for their election.

The recommendations which the experts validated revealed the following attitudes and opinions regarding the administration and supervision of student teaching:

1. Only five of the experts were in agreement with the recommendation that the local school board of the cooperating school should be in control of the management of the physical plant, and the college in control of both the supervision and instruction of student teaching. One of the experts

- expressed flat opposition and another one thought this an unnecessary provision. The remaining five wanted the provision modified. The following comments will show their points of view regarding the control of the student teaching program: (1) "A cooperative arrangement between local school and college would seem preferable." (2) "I doubt that the school can wholly turn over to the college the supervision of the student teachers; nor the college, on its own, prescribe methods used, etc." (3) "The college should control supervision of instruction - but should do it through the local school administration." (4) "It should be a cooperative situation." (5) "Modify the phrasing, saying that the college should be 'responsible for' the supervision and instruction of student teaching instead of 'in control of'."
2. Nine of the experts agreed that the arrangements for student teaching and the assignment of student teachers should be worked out cooperatively with the college supervisor, the school principal, and the city supervisor of home economics. Three of the experts suggested that the provision be modified. The following suggestions indicate their thinking: (1) "I think the principal should have the veto power." (2) "In our situation the principal would not want to bother with this detail." (3) "In our case the assistant superintendent in charge of secondary education helps with the arrangements."
3. Only four of the experts agreed that the school principal should serve as a buffer between the community and the student teaching program; and that he should also keep in close

touch with the program by attending all group conferences in which the college supervisor meets with the critic teachers. Four of the experts thought this an unnecessary provision and four wanted the provision modified. The following comments reveal their opinions: (1) "His duties should be specified in clear terms in the contract. He should be suitably paid, and he should not be solely accountable to the public for what is cooperatively done." (2) "I agree that the principal should serve as a buffer and keep in close touch with the program but do not think he should attend conferences." (3) "I doubt if he should attend all conferences, but he at least should be kept informed of the gist of the discussions which concern him." (4) "Not all conferences but some group conferences for planning and evaluating the program." (5) "I agree with the first statement, but the second statement is hardly possible in many situations." (6) "He should at least have the opportunity to attend." (7) "Change 'buffer' to 'an interpreter'. The provision is unworkable if you say 'all' group conferences."

4. Ten of the experts agreed that work pertaining to the direction and supervision of student teaching should be considered a regular part of the teaching load of the critic teachers and the college supervisor. Supervision of student teachers should never be carried in addition to a full teaching load. One of the experts thought this an unworkable provision and one thought it unnecessary. Their comments follow: (1) "Extra pay should warrant extra service." (2) "Unless the

college subsidizes the board of education, it will be unwilling to reduce the load. I doubt that many independent colleges can pay for the  $\frac{1}{4}$  lost instruction and also recompense the teacher.

5. Only two of the twelve experts were in agreement with the recommendation that a critic teacher should never have more than one student teacher in a class at a time and she should never supervise more than four student teachers per semester. Two of the remaining ten were opposed to the provision, three thought it unnecessary, and five suggested that the provision be modified. The following comments reveal their opinions regarding the number of student teachers the supervising teachers should supervise: (1) "I would modify this recommendation. 'Never' is a rather sweeping word." (2) "This restriction is without regard for the variations in teaching capacity, ability of student teachers, class size, and nature of class work, and extensiveness of the department's facilities." (3) "Only the highly variable factors of personnel, equipment and other facilities can determine the policy on this matter." (4) "I agree that only one student teacher should be teaching in a class, but I think a second student teacher might observe at that time; the number of student teachers that should be supervised in a semester would depend on how long a period of time each spent in student teaching. I think the requirements should be stated in terms of factors other than just number of student teachers." (5) "Never' is pretty strong. An occasion may arise when it would be desirable

to do otherwise." (6) "This seems to be the idea held by most people, but any cooperative plan must have considerable flexibility." (7) "Can have more than four student teachers per semester if the teaching period is only nine weeks. This is the time spent in many colleges." (8) "I have seen excellent student teaching with two student teachers in a class at a time. Usually, I think one is better."

#### Summary

This investigation has shown rather conclusively that many of the cooperative student-teaching programs between colleges and public schools are poorly administered and inadequately supervised. General practice has shown that the public schools cooperating with colleges usually exercise greater control over the student-teaching program than do the colleges.

There are some cooperative programs where the college exercises control over the educational programs in the school and supervision of the student-teaching program, but this situation is not frequently found. It was pointed out in Chapter III that the compensation to the cooperating school is usually so small that the college is not in a position to ask or expect the school to make changes to create better conditions for student teaching.

Usually the arrangements for student teaching are adapted to the circumstances in the cooperating schools irrespective of the desirability of the conditions. Even in the situations where there is dual control between the school and college unfortunate conditions are frequently found because of conflicts in judgement and in the exercise of authority.

Even though the public schools are usually in control of the student teaching arrangements, the principals seem to play a very minor part in the administration and supervision of the program. It has already been pointed out that inadequate supervision is frequently found. This seems to have resulted from several causes. The chief causes are: (1) a lack of coordination in supervisory activities, (2) overloading of the supervising teachers, and (3) selection of supervisors who are not qualified for their responsibilities.

Unfortunately the importance of supervision is not generally recognized. Practice shows that supervising teachers usually take on the added responsibility of supervision in addition to their regular teaching load. Furthermore, little attention is given to the selection of well-qualified supervisors.

Data show that conditions are improving somewhat with regard to the number of student teachers assigned to one supervisor at one time. Most of the colleges are meeting the standards of the American Association of Teachers Colleges in this respect. The Association limits the number of student teachers who are doing ninety clock hours of student teaching to eighteen per year per training supervisor.

The college supervisors usually give some supervision but their supervisory visits are brief and infrequent, and they usually have little or no authority in the program. The general practice shows that subject-matter teachers in the college usually have no part in the student-teaching program.

Student-teaching programs which are considered superior show many contrasts to the practices generally found. The programs which are more nearly perfected show careful coordination of all activities in the

student-teaching program. There is close cooperation between the college and the public school and all responsibilities concerning administration and supervision are carefully defined and clearly understood. There is no "crossing of the wires". In these well-coordinated programs the principal and the superintendent have a part in making the arrangements and the principal also devotes some time to supervision and to conferences with the student teachers.

Higher standards for student teaching seem to be found more frequently when the college has a certain amount of administrative control over the student-teaching program. The two phases of the cooperative arrangement which colleges most frequently control are: (1) the supervision of student teachers, and (2) the assignment of student teachers. In some situations colleges had the power to modify the curriculum and method of instruction. There are, however, differences of opinion among the authorities on student teaching regarding "University Control". Many of them feel that joint control on all matters is better.

In the superior programs supervisors were well-qualified for their responsibility. They were carefully selected and the following criteria for their selection seems to be typical: (1) professional training for supervision, (2) experience, (3) exceptional teaching skill, and (4) attractive personality. Experience has shown that it is not best to expect teachers to serve as supervisors against their will and that the best supervisors are those who are eager to serve in the professional capacity of supervising teachers.

In superior student-teaching programs supervision is considered a regular part of the service load of the supervisors in both the cooperating school and the college. This means that their teaching

schedules are adjusted so that they have time for adequate supervision.

The best conditions for student teaching situations are usually found when a supervisor does not have more than four student teachers at one time under the ninety-hour load. In some situations supervisors are not allowed to have more than two student teachers at one time. The variable factors found in teaching abilities, teaching situation, and teaching facilities determine the number of student teachers assigned a supervisor at one time.

In student-teaching programs when the pupils in the public school are protected from exploitation there is a time limit set for the amount of teaching which can be done by student teachers. Authorities are of the opinion that a class should not be taught by student teachers more than fifty percent of the time.

Another safeguard to the public schools which is found in superior practices is the provision for the dismissal of student teachers from teaching if for any reason their teaching experience is detrimental to the best interests of the pupils in the school. Some authorities give the public school the right to dismiss unsatisfactory student teachers; others prefer that a decision concerning the dismissal of a student teacher be reached jointly after due consideration by both parties.

In the superior systems supervisory responsibilities are clearly defined. The principal has a part in supervision and participates in group conferences. The supervisors in the cooperating school are responsible for (1) the teaching of demonstration classes, (2) holding individual and group conferences with student teachers to assist them with the organization of subject matter and lesson plans, and

classroom procedures, and to help them evaluate their teaching experiences. The college supervisor is responsible for the assignment of students to classes for observation and for actual student teaching. She also holds weekly group conferences with the cooperating teachers. In addition to this she observes student teachers at least once a week and arranges for individual and group conferences to help student teachers evaluate their progress.

## CHAPTER V

### STUDENT TEACHERS

#### Local Situation

The writer interviewed the following people in an effort to obtain information concerning the criteria used in selecting student teachers and the credit hours granted for the course in student teaching: (1) in the college, the registrar, the Head of the Home Economics Department, and the in-service student teachers; (2) in the cooperating schools, the City Supervisor of Home Economics and the supervising teachers.

The interviews revealed the following practices, opinions and attitudes:

Student teaching was done in the student's senior year. Any girl desiring to take the course could do so, provided she had passed the required number of courses before entering student teaching. There was no scholarship requirement.

The course in student teaching carried six semester hours credit. The length of time devoted to student teaching did not vary with the needs or abilities of individual students. Each student taught ninety clock hours over a period of eighteen weeks. During the teaching period the student teachers spent each week five hours in the classroom, two hours in seminar, one hour in group conference, and additional time in individual conferences. The time spent in individual conferences depended upon individual need. The participation of student teachers in community and extra-curricula activities such as adult classes, school

school canneries, school lunchroom, teacher meetings, Parent-Teacher Associations, Junior Homemakers Associations, home projects, and home visits made many extra demands on their time. Participation in these outside activities did not in any way substitute for actual time spent in the classroom.

In addition to student teaching each student carried her regular college classes. Superior students carried twelve hours of work in addition to student teaching. The students with low scholastic rating carried only nine hours.

All of the supervisors were of the opinion that student teachers were carrying too heavy a load to do their best student teaching. The City Supervisor of Home Economics said she thought the greatest hardship in student teaching was the heavy college schedule which the students had. All of the student teachers felt that their schedules were too heavy and that too much was expected of them in the student-teaching course. One of the student teachers remarked that her six hour course in student teaching demanded more of her time than all of her other college work put together. (She was one of the superior students who was carrying twelve additional hours of college work.)

#### General Practices

The general practices with regard to the qualifications for student teaching seem to show low standards.

Henderson says:

There are two general types of prerequisites for student teaching: A general scholarship requirement, and a requirement specifying the completion of certain courses in education or psychology or both. Sixty per cent of the colleges considered in this study reported a general scholarship requirement of an average grade of

C in all the student's work before he entered the course in student teaching, the scheme of grading used being a four-letter series - A, B, C, and D for passing work.<sup>1</sup>

In his investigation Henderson found that:

The selection of students for student teaching was left very largely to a kind of automatic arrangement whereby a student became qualified for his student teaching when he completed a certain number of college courses with the necessary scholastic average. Only one college seemed to have a well-worked-out plan whereby a student assignment commission made the selection and assignment of students for student teaching.<sup>2</sup>

Henderson states further that:

The data show that the registrar has more authority in the selection of students to do supervised teaching than any other individual; though why this should be so is not revealed. This practice has never been recommended by any one, so far as the writer knows. In so far as the facts could be obtained, the reason seems to be that it is an easy way of doing a troublesome thing. Furthermore, the subject-matter departments do not cooperate in the selection or assignment of student teachers to their teaching positions in more than forty-two per cent of the cases.<sup>3</sup>

With regard to qualifications for student teachers, Allen states that:

While the prerequisites for practice teaching are determined usually by the college authorities, they have been proposed in a few instances by the state departments of education. In West Virginia the state board of education has ruled that an average grade according to the system of marking used in the institution (or the honor point equivalent) must be regarded as a minimum requirement for admission to practice teaching. Kentucky regulations state that before a student is admitted to the training school to do practice teaching, he must have a scholastic standing of one or "C" (average) in all courses completed at the time such teaching begins. Also, one-half of the English and Education courses in the case of the two-year curricula and two-thirds of the academic and professional courses in case of the four-year curricula must have been completed.

---

1. Elisha Lane Henderson, Organization and Administration of Student Teaching. Contributions to Education, No. 692. New York: Bureau of Publications, Columbia University, 1937. p. 18.

2. Ibid., p. 44.

3. Ibid., p. 98.

The standards for North Carolina recommend that the student teacher show an average of "B" in her teaching field and that in no case should she be allowed to do practice teaching in a subject in which her own grade has fallen below "C" (average). The state board of education in Maryland has attached an unusual significance to the quality of work shown by student teachers. The regulation states that only those who have made a grade of "C" or better in practice teaching will be issued Maryland teachers' certificates.<sup>4</sup>

While some few states set the standards for the selection of student teachers, this is not the usual practice. In fact so little attention has been paid to the selection of student teachers that few written contracts specify criteria for their selection. Only four of the written contracts which were reported through the questionnaires contained provisions for the selection of student teachers.

The amount of time devoted to student teaching and the credit hours given for the course have indicated inconsistent practices. However, Baugher found that "the usual credit allowed is three semester hours."<sup>5</sup>

Henderson found that "the time spent in teaching by the student teachers was usually either twelve or twenty-four weeks. One period of sixty minutes per day was required of them by approximately two-thirds of the colleges."<sup>6</sup>

Only two questionnaires contained statements with regard to the amount of time devoted to student teaching. These comments are as follows:

---

4. Cecil H. Allen, Legal Principles Governing Practice Teaching. George Peabody College for Teachers. Contributions to Education, No. 184. Nashville, Tennessee: Cullom & Ghertner Co., 1937. pp. 86-87.

5. Jacob I. Baugher, Organization and Administration of Practice Teaching in Privately Endowed Colleges. Contributions to Education, No. 487. New York: Bureau of Publications, Columbia University, 1931. p. 33.

6. Henderson, op. cit., p. 45.

1. We have eight Senior students who will graduate in May certified to teach Home Economics in New York State. These students observe and participate in teaching one hour per day for one semester. During the second semester each student lives in a community for three weeks and teaches a full program of work which amounts to about ninety hours of teaching.

2. Each student teaches six weeks and observes twelve.

### Superior Practices

Opinions concerning superior practices are not in line with the practices generally found. Henderson states:

The recording of a mark in the registrar's office of sufficiently high rank to meet a scholarship prerequisite is not sufficient evidence to justify a trial at student teaching. Careful consideration of a student's scholastic record, physical condition, and emotional characteristics should precede his selection and placement as a student teacher.<sup>7</sup>

He is of the opinion that

....a student should not do his final student teaching before his senior year. If, however, his student teaching is divided into two periods, as a preliminary and a final period, the preliminary period might come at some other level of his training.<sup>8</sup>

Henderson goes so far as to recommend that:

An average of "B" in the student's major and minor subjects should be prerequisite for teaching those subjects in the high school.<sup>9</sup>

In addition to requiring high scholarship for student teachers, Baugher is of the opinion that students should make formal application for the privilege of doing student teaching. He says:

A student should make formal application for the privilege of doing practice teaching, filing his request not later than the second semester of the year previous to the year in which he expects to do the work. The student should have the formal sanction in

---

7. Ibid., p. 22.

8. Ibid., p. 114.

9. Ibid., p. 114.

writing of the head of the subject matter department at the college in which he has taken his major work; and in which he hopes to take his practice teaching.

He is of the opinion that all grades received in his major and minor fields should be above the average, since scholarship above the average is essential for a prospective high school teacher.<sup>10</sup>

Contract A contains the following provision with regard to the selection of student teachers:

I. The Board of Education agrees to allow senior students at \_\_\_\_\_ College to teach regular classes in the secondary schools subject to certain rules and regulations which are hereto attached and made a part of this agreement.

.....

A. Student Teachers

1. Those senior students at \_\_\_\_\_ College having at least eleven hours in Education and eighteen hours in their major subject, upon joint recommendation of the Head of the Department of Education and the Head of the Department in which they are majoring at \_\_\_\_\_, and their approval by the Superintendent of the Public Schools, shall be permitted to teach a regular class in one of the secondary schools, in one of the subjects in which they are majoring, during one semester. . . .

Even after student teachers are carefully selected, some will prove to be much better teachers than others. Williams believes that the best teachers should be rewarded. He states:

The amount of laboratory experience should vary with the ability, experience, and needs of the individual. . . . The flexibility should be in quantity, not in quality. Each student-teacher admitted to teaching on a proper basis of selection should be required to continue his activities in the laboratory school until such time as he has demonstrated unquestioned ability as a teacher.<sup>11</sup>

Williams says:

The amount of student-teaching which should be required in the pre-service education of the teacher has never been determined by

10. Baugher, op. cit., pp. 94-95.

11. E. I. F. Williams, The Actual and Potential Use of Laboratory Schools in State Normal Schools and Teachers' Colleges. Contributions to Education, No. 846. New York: Bureau of Publications, Columbia University, 1942. p. 223.

exact experimentation. Rutledge's study showed that in his poll of thirty-five jurors all but one voted assent to the proposition that the student should spend at least enough time in the demonstration and practice school to master the skills that are necessary in the work of a thoroughly prepared teacher. However, he does not attempt to determine what the amount should be. Mead recommends a minimum of ninety class periods of actual teaching for secondary school teachers and 90 clock-hours for elementary teachers and teachers of special subjects in the elementary grades. In addition he recommends ninety periods of observation and participation for secondary teachers, but makes no definite recommendation on this point for elementary teachers. Bagley, Alexander, and Foote recommend a half day of practice each day for a period of twelve weeks for teachers in both the elementary school and the high school.<sup>12</sup>

Henderson states that:

The best length of practice has never been determined. It is safe to say, however, that a half-day for twelve weeks, if well prepared, well planned, and well supervised would be enough for all practical purposes.<sup>13</sup>

Probably the minimum of ninety hours of student teaching required by the American Association of Teachers Colleges is not too much. But it should not be both minimum and maximum for all student teachers.<sup>14</sup>

Baughner is of the opinion that the course in student teaching should carry "at least six semester hours."<sup>15</sup>

However, only four of the twelve experts were in agreement that six hours credit should be given for the course. Two were opposed to it, and six suggested that the recommendation be modified. Their comments follow:

1. "It should carry a minimum of six hours. Better yet would be a six hour student teaching credit and a "practicum" or

---

12. Williams, op. cit., p. 64.

13. Henderson, op. cit., p. 99.

14. Ibid., p. 117.

15. Baughner, op. cit., p. 33.

associated course of three to six more hours. Then the student could be freed from the strictures of a college schedule while teaching."

2. "The number of credit hours would depend upon the local regulations."
3. "The amount of credit should be dependent upon the number of hours given to student teaching. The statement should indicate the amount of time required for the credit to be given."
4. "Depends upon amount of time devoted to it and what else is carried at the same time."
5. "Know of no basis for such a statement. There are many ways for distributing credit among courses related to student teaching."
6. "Will this not depend upon State certification requirements, since we do not have optimum choice?"
7. "I rather favor a three semester hour credit. Think possibly six semester hours are too much. Am not sure but that there is a point of 'diminishing returns'. After a certain point is reached student needs to be in a real job to profit more."
8. "This depends on college credit, plan, time spent, and degree of independence and experience student has."
9. "The amount of credit in a given situation might be six semester hours but there are reasons for that (the minimum hours required, the number of different classes taught, the number of hours or classes to be observed, etc.)"

Nine of the experts were in agreement with the recommendation that only students with senior classification should be allowed to do

student teaching. One of the experts was opposed to this provision; one thought it unnecessary and one suggested that it be modified. Their comments follow:

1. "Agree for major experience in student teaching. But earlier 'try-out' periods are added by some colleges."
2. "I think a freshman could engage in student teaching activities and continue contacts with young people throughout each year of her college education."
3. "Some experience may be desirable for juniors, such experience lends meaning to the theoretical studies in method."
4. "In agreement if they are students getting bachelor's degrees. If they were taking a two or three year course and were to teach following this, the situation would change."

Seven of the experts were in agreement with the recommendation that satisfactory scholastic achievement should be a prerequisite for student teaching. (No student whose scholastic rating falls into the lowest quartile of her class should be permitted to do student teaching.) One expert was opposed to the recommendation; one thought it unnecessary; and three suggested changes. Their comments follow:

1. "Do not base student teaching on scholastic rating. Give all students who want to teach a chance. Some of the brilliant folks lack certain abilities, too."
2. "Might this not be rather low - at least after we get out of this time of teacher shortages?"
3. "Should have at least as many points as hours and not be behind."
4. "Would depend on size of class. In general students must know

their subject matter before they try to teach it."

Six of the experts were in agreement with the recommendation that all students planning to take the course in student teaching should have recommendations from the head of the college Department of Home Economics and her college teachers of subject matter and theory. One expert was opposed to the recommendation; three thought it unnecessary; and two suggested modification. Their comments follow:

1. "Inclined to think meeting the grade average demanded and a recommendation from the home economics education teacher is enough."
2. "Should you get them from college teachers? Their grading and regular records serve this purpose."
3. "This opportunity should be open as a matter of policy and not depend upon personal endorsements. Such as the college cannot endorse should not have attained senior status."
4. "Too many a girl cannot help having 'queered' herself with someone. I feel it should be a department matter at most, and then no unanimous vote required."
5. "I question the helpfulness of this procedure or requirement."
6. "This would be a way of insuring a knowledge of subject matter. In some situations this might be better than depending upon scholastic rating."

#### Summary

General practices for the selection of student teachers indicate low standards. It seems that in almost all situations any student who wants to take the course in student teaching may do so provided she has

passed all required courses. In some situations there is a scholastic requirement which specifies that she must have an average of "C" in her work.

Superior practices show that student teachers are more carefully selected. It takes more than an average grade of "C" to justify a trial at student teaching. Usually scholarship is required to be above average. In some situations an average of "B" in major and minor subjects is a prerequisite for the course in student teaching. The writer found that students often observe work in the cooperating school during their junior year but that they do not enter into their final teaching before their senior year. In superior situations certain criteria are used for the selection of student teachers. The following criteria have proved to be satisfactory: (1) completion of all necessary courses with the required scholarship average, (2) recommendation from the head of their major department, and (3) approval by the Superintendent of the Public Schools.

The usual credit given the course is three semester hours. However, superior practices show that if the course is adequate in its preparation of teachers it requires the expenditure of enough time and energy to justify at least six semester hours credit. The usual practice is to require all student teachers to devote the same amount of time to student teaching, disregarding their ability and the situation in which they are placed. This is not in accord with the opinions of experts in the field; they believe that the actual teaching experience should vary with the ability and the needs of the individual.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

The data and professional opinion given in this study regarding contracts, financial arrangements, and administration and supervision of student teaching have shown rather conclusively a need for improved practices in cooperative student-teaching programs between colleges and public schools.

The contractual relationships between colleges and public schools were found to be very general. The verbal agreement was found to be the most prevalent practice. In many instances this practice led to temporary and unstable situations for student-teaching. Superior practices indicated the use of written contractual agreements.

The investigation of the financial aspects of the problem showed a wide range of practices with regard to financial arrangements and also a wide variation in the kind and amount of compensation given. Superior practices indicated that all well-coordinated student-teaching programs provide mutual benefit to both parties.

The administration and supervision of cooperative student-teaching programs revealed other weaknesses in many student-teaching situations. Frequently the arrangements for student-teaching were adapted to the circumstances in the cooperating schools irrespective of the desirability of the conditions. The administration of the program was frequently poor and the supervision inadequate. Superior practices indicated that the administration and supervision of student-teaching programs should be

a part of the regular service load of those persons who were responsible for the program and should never be carried in addition to a full-time load. The programs which were more nearly perfected showed careful coordination of all activities in the student-teaching program. There was a close cooperation between the college and the public school and all responsibilities concerning administration and supervision were carefully defined.

The selection of student teachers was another aspect of the problem investigated. General practices indicated a prevalence of low standards for the selection of student-teachers. The desire to teach seemed to be the only prerequisite. Superior practices showed that student teachers had to meet certain requirements before teaching.

The writer hopes that this study may offer suggestions which will be of value to independent colleges and public schools where there is a cooperative plan for the training of student-teachers in home economics. In offering the following recommendations, the writer realizes that under certain conditions the recommendations may need to be modified. In validating the recommendations the experts pointed out that some of the provisions could be carried out only under ideal circumstances, and that while an ideal situation is our ultimate goal there are some situations which will necessitate flexibility in the recommendations. However, the recommendations seem to represent highly desirable practices in cooperative student-teaching programs. The writer has evaluated each recommendation by the opinions of experts, by superior practices found in current literature, and by experiences in the field.

In the light of the data which have been given in this study and the authoritative opinions which have been quoted, the following

recommendations are made for a cooperative plan between an independent college and a public school for the training of home economics teachers:

#### Contracts

1. In a cooperative plan between an independent college and a public school there should be a written contract signed by all parties to the agreement.
2. The contract should contain provisions for its modification or termination by mutual consent of the contracting parties at any time.
3. The contract should contain provisions for cancellation by either party without the consent of the other party, provided written notice makes provision for one full uninterrupted year before the cancellation is to take effect.
4. The contract should be executed in duplicate; one copy of the contract filed with the college Administrator and one with the Board of Education.
5. The contract should state specifically major duties and responsibilities of each party.
6. The contract should stipulate the financial arrangements which have been agreed upon by both parties. This should include who is to be paid; the amount that is to be paid; when the money is to be paid; and to whom it is to be sent.
7. The contract should provide for the selection of supervising teachers who are acceptable to both the contracting parties.
8. The contract should specify the maximum time any pupil or class may receive its instruction from a student teacher.
9. The contract should guarantee to the cooperating school the

withdrawal, for cause, of any individual from student teaching.

#### Financial Arrangements

1. The cooperating school should be compensated for the services it renders the college.
2. The college should supplement the salaries of the principal and the supervising teachers in the cooperating schools. (This supplement should represent enough in addition to regular salaries to attract the best teachers and to signify a real professional advancement.)
3. The college should send the money for supervisory services directly to the principal and the supervising teachers in the cooperating school.
4. The college should agree to pay a supervising teacher a specified sum for each student teacher she supervises.

#### Administration and Supervision of Student Teaching

1. The college should be responsible for the supervision of student teachers and the methods of instruction, but should work through the local school administration in arranging for supervision and instruction which are acceptable to both parties.
2. The arrangements for student teaching and the assignment of student teachers should be worked out cooperatively with the college supervisor, the school principal, and, if the local school system is fortunate enough to have one, the city supervisor of home economics.
3. The school principal should serve as a buffer between the

community and the student teaching program. He should also keep in close touch with the program by (1) attending group conferences in which the college supervisor meets with the supervising teachers, (2) attending some group conferences when the supervising teachers are meeting with their student teachers.

4. All work pertaining to the direction and supervision of student teaching should be considered a regular part of the teaching load of the supervising teachers and the college supervising teachers and the college supervisor. Supervision of student teachers should never be carried in addition to a full teaching load.
5. The number of student teachers assigned to a supervisor at any one time should be determined by: (1) ability of student teachers, (2) size of classes, (3) teaching facilities, (4) extra-curricular activities carried by the supervisor, and (5) other variable factors found in teaching capacity and teaching arrangements. Generally speaking, however, a supervisor should not have more than one student teacher in a class at a time, nor supervise more than four student teachers per semester.

#### Student Teachers

1. Only students with senior classification should be allowed to do student teaching.
2. Satisfactory scholastic achievement should be a prerequisite for student teaching. (No student whose scholastic rating falls into the lowest quartile of her class should be permitted

to do student teaching.)

3. All students planning to take the course in student teaching should have recommendations from the head of the college Home Economics Department and approval of the superintendent of the school in which they will teach.
4. The course in student teaching should carry a credit of six semester hours (or nine quarter hours.)
5. The actual time spent in student teaching should vary with the student's ability and needs. Ninety clock hours should not be both the minimum and maximum requirement for all student teachers.

BIBLIOGRAPHY

## BIBLIOGRAPHY

- Allen, Cecil H. Legal Principles Governing Practice Teaching in State Teachers Colleges, Normal Schools, and Public Schools. Contributions to Education, No. 184. Nashville, Tennessee: George Peabody College for Teachers, 1937. 160 pp.
- Amidon, Edna P. Home Economics in Degree-Granting Institutions, 1944-45. Office of Education, Monograph, 1945, No. 2557 - Rev. Washington, D. C.: Federal Security Agency, 1945. 12 pp.
- Anderson, Floyd Henry. The Development of a Score Card for Evaluating Supervision. Master's Thesis. Fort Collins, Colorado: Colorado State College, 1936. 89 pp.
- Ballard, Carmen. A Study of Supervised Student-Teaching in Home Economics at Oregon State College. Master's Thesis. Corvallis, Oregon: Oregon State College, 1939. 107 pp.
- Barr, A. S. and Burton, William H. The Supervision of Instruction. D. Appleton and Company, New York, 1938. 981 pp.
- Baughner, Jacob I. Organization and Administration of Practice Teaching in Privately Endowed Colleges. Contributions to Education, No. 487. New York: Bureau of Publications, Teachers College, Columbia University, 1931. 127 pp.
- Blackhurst, J. H. Directed Observation and Supervised Teaching. New York: Ginn and Co., 1925. 420 pp.
- Bonar, Hugh S. "What Shall We Emphasize in the Selection and Training of Teachers?" Educational Administration and Supervision, XXVII (December, 1941), 683-91.
- Breslich, Ernest R. and others. "The Supervision and Administration of Practice-Teaching." Educational Administration and Supervision, XI (January, 1925), 1-12.
- Brown, Clara, M. "An Analysis of the Responsibilities of the Teacher Trainer in Home Economics." Educational Administration and Supervision, XII (November, 1926), 519-28.
- Carlson, T. J. "Central Problem of the Student Teacher." Educational Forum, VI (March, 1942), 257-60.
- Charter, W. W. and Waples, Douglas. The Commonwealth Teacher-Training Study. Chicago: University of Chicago Press, 1929. 666 pp.

- Clewell, Geraldine. Evaluation of Methods Used in Teacher-Training Institutions to Prepare Prospective Home-making Teachers to Supervise Home Project Programs. Master's Thesis. Cedar Falls, Iowa: Iowa State College, 1938. 100 pp.
- Cook, C. E. and Fake, E. M. "Plan For Student Teaching." Business Education World, XXII (February, 1942), 482-3.
- Davis, Helen C. "Student Teaching at Colorado State College of Education." Educational Administration and Supervision, XXVIII (May, 1942), 362-8.
- Douglas, K. H. "The Assignment of Supervised Student Teachers." Educational Administration and Supervision, VIII (September, 1932), 321.
- Dugan, Willis E. and Wrenn, Gilbert C. "An Evaluation of a Guidance Induction Program in Teacher-Training." Educational Administration and Supervision, XXVII (January, 1941), 53-61.
- Evenden, E. D. "Issues in Teacher-Training Programs." Educational Administration and Supervision, XVII (October, 1931), 530-534.
- Fielstra, Clarence. "Supervisory Practices Which Student Teachers Consider Most Helpful." Educational Administration and Supervision, XXVIII (October, 1942), 136-40.
- Fletcher, Merna Irene. "Responsibilities of a Supervisor of Student Teaching." Educational Administration and Supervision, XXVIII (September, 1942), 469-73.
- Raertter, Lenoard D. and Smith, Dora V. "An Investigation Into the Methods of Student Teaching in 32 Colleges and Universities." Educational Administration and Supervision, XII (December, 1926), 577-95.
- Hayes, William E. "A Functioning Plan of Student Teaching." Educational Administration and Supervision, XXVII (May, 1941), 378-82.
- Henderson, Elisha Lane. Organization and Administration of Student Teaching. Contributions to Education, No. 692. New York: Bureau of Publications, Teachers College, Columbia University, 1937. 125 pp.
- Henderson, Joseph L. "A Statistical Study of the Use of City School Systems by Student Teachers in Colleges and Universities in the United States." Educational Administration and Supervision, XII (May, 1926), 326-339.
- Hughes, Wanda, Mansfield. Procedures for Measuring Certain Aspects of Professional Attitudes Among a Selected Group of Student Teachers at Ball State Teachers College. Master's Thesis. Cedar Falls, Iowa: Iowa State College, 1940. 93 pp.

- Jarman, A. M. "Cooperation of Public Schools With State Universities In the Training of Teachers." Educational Administration and Supervision, XIX (April, 1933), 282-89.
- Kaeding, Harry Clarence. Relationship Between Teacher-Training Interests and City School Systems. Master's Thesis. Grand Forks, North Dakota: University of North Dakota, 1937. 87 pp.
- Livingood, Fred G. "An Internship for Education." School and Society, XXXVIII (November, 1933), 639-40.
- Luddington, Helen and others. Manual for Supervisors of Student Teaching in Homemaking Education. A manual prepared under the direction of Dr. Maude Williamson. Fort Collins, Colorado: Colorado State College, 1943. 20 pp.
- Mead, Arthur Raymond. "Advantages and Disadvantages of Campus and 'Off Campus' Laboratory Schools." Educational Administration and Supervision, XVI (March, 1930), 196-207.
- \_\_\_\_\_. Supervised Student-Teaching. Atlanta, Georgia: Johnson Publishing Company, 1930. 891 pp.
- Meyers, Alonzo F. "The Fifteen Hour Load for Critic Teachers at Ohio University." Educational Administration and Supervision, XII (April, 1926), 260-66.
- Miller, John. "Visitation and Conferences in the In-Service Training Program." Educational Administration and Supervision, XXVIII (March, 1943), 203-8.
- Mooney, Edward S. An Analysis of the Supervision of Student Teaching. Contributions to Education, No. 711. New York: Bureau of Publications, Teachers College, Columbia University, 1937. 129 pp.
- Nutt, H. W. Current Problems in Supervision of Instruction. Johnson Publishing Co., Richmond, Virginia: 538 pp.
- Reynolds, Ora Edgar and others. "Desirable Standards For Student-Teaching in Liberal Arts Colleges." Educational Administration and Supervision, XXIV (September, 1938), 401-10.
- Ryan, H. H. "The Practice-Teaching Load in Laboratory Schools." Educational Administration and Supervision, XXIV (February, 1938), 143-146.
- Sanford, Clarence D. "War Problems Associated with Student-Teaching." School and Society, LVI (November, 1942), 440-1.
- Sanford, C. W. and others. Student Teaching. Champaigne, Illinois: Stipes Company, 1940. 164 pp.

- Schmidt, L. S. "Guiding Apprentice Teachers." Journal of Home Economics, XXXV (December, 1943), 638-40.
- Strebel, Ralph F. The Nature of the Supervision of Student Teaching. Contributions to Education, No. 655. New York: Bureau of Publications, Teachers College, Columbia University, 1935. 155 pp.
- Swisher, Alice. The Supervision of Student-Teaching with Special Reference to the Field of Home Economics. Master's Thesis. Columbus, Ohio: Ohio State University, 1933. 82 pp.
- Walsh, Letitia. Remuneration of Off-Campus Supervising Teachers of Home Economics. Special Study. Urbana, Illinois: The College of Education, University of Illinois, 1946. 43 pp.
- Whitelaw, John B. "Criteria For Evaluating the Effectiveness of Supervision." Educational Administration and Supervision, XXVII (January, 1941), 29-38.
- Williams, E. I. F. The Actual and Potential Use of Laboratory Schools. Contributions to Education, No. 846. New York: Bureau of Publications, Teachers College, Columbia University, 1942. 259 pp.
- \_\_\_\_\_. "Administration of Observation in the Teacher-Training Institutions of the United States." Educational Administration and Supervision, VIII (May, 1932), 331-42.
- Williamson, Maude. Student Teaching Manual for Homemaking Education. Fort Collins, Colorado: Colorado State College, 1944. 13 pp.
- Wilson, Marie R. The Relationship Between College Life and Successful Student-Teaching in Homemaking in Colorado. Master's Thesis. Fort Collins, Colorado: Colorado State College, 1940. 76 pp.

## APPENDIX A

### COLLEGES SUPPLYING INFORMATION

Following is a list of the colleges which supplied information for this study:

Alabama College, Montevallo, Alabama  
Alabama Polytechnic Institute, Auburn, Alabama  
Ball State Teachers College, Muncie, Indiana  
Berea College, Berea, Kentucky  
Belhaven College, Jackson, Mississippi  
Brenau College, Gainesville, Georgia  
Beaver College, Jenkintown, Pennsylvania  
Brigham University, Provo, Utah  
Butler University, Indianapolis, Indiana  
Carson Newman College, Jefferson City, Tennessee  
Carthage College, Carthage, Illinois  
College of William and Mary, Williamsburg, Virginia  
Colorado State Teachers College, Fort Collins, Colorado  
Connecticut College for Women, New London, Connecticut  
DuPaw University, Green Castle, Indiana  
Drury College, Springfield, Missouri  
Earlham College, Earlham, Indiana  
East Carolina Teachers College, Greenville, North Carolina  
Fairmont State Teachers College, Fairmont, West Virginia  
Fresno State College, Fresno, California  
Florida State College for Women, Tallahassee, Florida  
Friends University, Wichita, Kansas  
Georgia State College for Women, Milledgeville, Georgia  
Georgia State Woman's College, Valdosta, Georgia  
Goshen College, Goshen, Indiana  
Greensboro College, Greensboro, North Carolina  
Harding College, Searcy, Arkansas  
Heidelberg College, Tiffin, Ohio  
High Point College, High Point, North Carolina  
Illinois State Normal University, Normal, Illinois  
Indiana State Teachers College, Terre Haute, Indiana  
Iowa State Teachers College, Cedar Falls, Iowa  
Judson College, Marian, Alabama  
Lauder College, Greenwood, South Carolina  
Lake Erie College, Painesville, Ohio  
Limestone College, Gaffney, South Carolina  
Louisiana State University, University, Louisiana  
MacMurry College, Jacksonville, Illinois  
Maryville College, Maryville, Tennessee  
Mary Hardin College, Belton, Texas  
Meredith College, Raleigh, North Carolina  
Mills College, Oakland, California  
Milwaukee-Dawver College, Milwaukee, Wisconsin  
Mississippi State College for Women, Columbus, Mississippi  
North Central College, Naperville, Illinois

Northern State College, Marquette, Michigan  
Ohio University, Athens, Ohio  
Ouachita College, Arkadelphia, Arkansas  
Russell Sage College, Troy, New York  
Sam Houston Teachers College, Huntsville, Texas  
Simmons College, Boston, Massachusetts  
Skidmore College, Saratoga Springs, New York  
State Teachers College, San Marcus, Texas  
State Teachers College, East Radford, Virginia  
State Teachers College, Mansfield, Pennsylvania  
St. Olaf College, Northfield, Minnesota  
Stout Institute, Menomonie, Wisconsin  
Texas State College for Women, Denton, Texas  
Tusculum College, Greenville, Tennessee  
University of Akron, Akron, Ohio  
University of Connecticut, Storrs, Connecticut  
University of Idaho, Moscow, Idaho  
University of Maine, Orono, Maine  
University of New Hampshire, Durham, New Hampshire  
University of Tennessee, Knoxville, Tennessee  
Utah State Agricultural College, Logan, Utah  
Washburn Muni University, Topeka, Kansas  
Western Illinois Teachers College, Mascoutah, Illinois  
Western Maryland College, Westminster, Maryland  
West Virginia Wesleyan, Buckhannon, West Virginia  
West Virginia University, Morgantown, West Virginia  
West Liberty State College, West Liberty, West Virginia  
Whittier College, Whittier, California  
Wittenberg College, Springfield, Ohio  
Womans College, University of Delaware, Newark, Delaware

APPENDIX B  
QUESTIONNAIRE

The following letter and questionnaire were sent to the colleges listed in Appendix A to obtain information concerning general practices in the training of Home Economics Student-teachers:

To the Head of the Department of Home Economics:

Here at our college we have the cooperation of the public schools for the training of home economics student-teachers. However, we are eager to strengthen our present relationship. You will do our teacher-training program a real service if you will check the items on the enclosed sheet and return it to us as soon as possible.

Please be sure to indicate whether or not you wish a copy of the results of this study.

Very truly yours,

Mrs. Virginia S. Swain  
Head, Department of Home Economics

-----  
Please check( ) items that apply to your situation.

- The arrangements for student-teaching in home economics have been made through a written contract drawn up between the college and the cooperating school.
- The college pays a specified amount to the principals of the cooperating schools.
- The college pays a specified amount to the city supervisor of home economics.
- The college pays a specified amount to the critic teachers in the cooperating schools.

---

If your contract is written, please check items that apply to your situation.

The contract is valid for a specified number of years. (Check one)

1 2 3 4 5   

- The contract is continuing, but contains provisions covering its termination.

- The contract contains specific provisions for its revision.
- The contract states to whom the money is to be paid.
- The contract stipulates the teaching load of critic teachers.
- The contract specifies criteria for selection of critic teachers.
- The contract states the responsibilities of critic teachers.
- The contract states the responsibilities of the college supervisor.
- The contract states the responsibilities of the school principals.
- The contract specifies criteria for the selection of student teachers.
- The contract specifies the procedures of the dismissal of an individual student from student-teaching in the cooperating school.
- The city supervisor of home economics cooperates with student-teaching.
- The contract states the responsibilities of the city supervisor of home economics.

What phase of your contract do you consider most satisfactory?

---



---

A copy of your contract would be greatly appreciated.

Please check here (  ) if you would like a copy of the results of this study.

Signed \_\_\_\_\_  
Reporting Official

\_\_\_\_\_  
Institution

## APPENDIX C

### EXPERTS

The following experts helped to validate the recommendations for this study:

E. J. Bryan, Principal  
Lincoln High School  
Cleveland, Ohio

Beulah I. Coon  
Agent for Studies & Research  
Home Economics Education  
U. S. Office of Education  
Washington, D. C.

Florence Fallgatter, Head  
Home Economics Education  
Iowa State College  
Ames, Iowa

Genevieve Johnston  
State Supervisor of Home Economics  
Minneapolis, Minnesota

Druzilla Kent, Head  
Home Economics Education  
University of Tennessee  
Nashville, Tennessee

Leonard E. Loos, Principal  
Shore High School  
Euclid, Ohio

Enid Lunn  
State Supervisor of Home Economics  
Columbus, Ohio

Franklin H. McNutt  
Associate Dean  
Graduate Center  
Woman's College  
Greensboro, North Carolina

Lucille Rust, Head  
Home Economics Education  
Kansas State College  
Manhattan, Kansas

Letitia Walsh, Head  
Home Economics Education  
University of Illinois  
Urbana, Illinois

Terry Wickham  
City Superintendent of Public Schools  
Hamilton, Ohio

Marie White  
Southern Regional Agent  
U. S. Office of Education  
Division of National Education  
Washington, D. C.

APPENDIX D

CHECK SHEET

The following letter and check sheet were sent to the experts who offered to help validate the recommendations for this study:

My dear \_\_\_\_\_:

I am enclosing the recommendations which you so kindly offered to help validate.

My study deals with the training of Home Economics teachers in a liberal arts college which is dependent upon the cooperation of the public schools for student teaching.

After you read each recommendation, please indicate your judgment by a check mark in the appropriate blank. (If you think any recommendations need to be altered, will you please specify the modification which you would recommend?)

Your cooperation in this study is greatly appreciated. I hope that the study will prove helpful to colleges with similar student teaching arrangements.

Sincerely yours,

Mrs. Virginia S. Swain

-----  
RECOMMENDATIONS

A. Contracts

1. There should be a written contract signed by all parties to the agreement.

..... I am in substantial agreement with this.  
..... I am opposed to it.  
..... I think it includes an unnecessary(\_\_\_\_) or unworkable(\_\_\_\_) provision.  
..... I think it needs modification.  
..... I suggest the following changes:

2. The contract should contain provisions for its modification or termination by mutual consent of the contracting parties at any time.

..... Substantial agreement  
..... Opposition  
..... Unnecessary(\_\_\_\_) or unworkable(\_\_\_\_) provision  
..... Needs modification  
..... Suggested Changes:

3. The contract should contain provisions for cancellation by either party without the consent of the other party, provided written notice is served at least one year before the cancellation is to take effect.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

4. The contract should be executed in duplicate; one copy of the contract filed with the college Administrator and one with the Board of Education.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

5. The contract should state specifically all of the duties and responsibilities of each party.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

6. The contract should stipulate the financial arrangements which have been agreed upon by both parties. This should include who is to be paid; the amount that is to be paid; when the money is to be paid; and to whom it is to be sent.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

7. The contract should provide for the selection of critic teachers who are acceptable to both of the contracting parties.

..... Substantial agreement  
 ..... Opposition

- ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision
- ..... Needs modification
- ..... Suggested changes:

8. The contract should specify the maximum time any pupil or class may receive its instruction from a student teacher.

- ..... Substantial agreement
- ..... Opposition
- ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision
- ..... Needs modification
- ..... Suggested changes:

9. The contract should guarantee to the cooperating school the right to dismiss, for cause, any individual from student teaching.

- ..... Substantial agreement
- ..... Opposition
- ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision
- ..... Needs modification
- ..... Suggested changes:

#### B. Administration and Supervision of Student Teaching

1. The local school board of the cooperating school should be in control of the management of the physical plant; the college should be in control of both the supervision and instruction of student teaching.

- ..... Substantial agreement
- ..... Opposition
- ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision
- ..... Needs modifications
- ..... Suggested changes:

2. The arrangements for student teaching and the assignment of student teachers should be worked out cooperatively with the college supervisor, the school principal, and the city supervisor of home economics.

- ..... Substantial agreement
- ..... Opposition
- ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision
- ..... Needs modification
- ..... Suggested changes:

3. The school principal should serve as a buffer between the community and the student teaching program. He should also keep in close touch with the program by attending all group conferences in which the college supervisor meets with the critic teachers.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

4. All work pertaining to the direction and supervision of student teaching should be considered a regular part of the teaching load of the critic teachers and the college supervisor. Supervision of student teachers should never be carried in addition to a full teaching load.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

5. A critic teacher should never have more than one student teacher in a class at a time and she should never supervise more than four student teachers per semester.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

6. Only students with senior classification should be allowed to do student teaching.

..... Substantial Agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

7. Satisfactory scholastic achievement should be a prerequisite for student teaching. (No student whose scholastic rating falls into the lowest quartile of her class should be permitted to do student teaching.)

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 Suggested changes:

8. All students planning to take the course in student teaching should have recommendations from the head of the college Department of Home Economics and her college teachers of subject matter and theory.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 ..... Suggested changes:

9. The course in student teaching should carry a credit of six semester hours (or nine quarter hours).

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 ..... Suggested changes:

#### C. Financial Provisions

1. The cooperating school should be compensated for the services it renders the college.

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 ..... Suggested changes:

2. The college should supplement the salaries of the principal and the critic teachers in the cooperating schools. (This supplement should be in addition to the regular salaries which they receive.)

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
 ..... Needs modification  
 ..... Suggested changes:

3. The college should send all its compensation for the cooperating school to the Board of Education. (cf. #4, below)

..... Substantial agreement  
 ..... Opposition  
 ..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision

..... Needs modification  
Suggested changes:

4. The college should send the money for supervisory services directly to the principal and the critic teachers in the cooperating school. (cf. #3, above.)

..... Substantial agreement  
..... Opposition  
..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
..... Needs modification  
Suggested changes:

5. The college should agree to pay each critic teacher a specified sum irrespective of the number of student teachers she supervises.

..... Substantial agreement  
..... Opposition  
..... Unnecessary(\_\_\_\_)or unworkable(\_\_\_\_)provision  
..... Needs modification  
Suggested changes: