

**AN INVESTIGATION INTO THE VALUE OF SELECTED TESTS AND  
TECHNIQUES FOR GUIDANCE OF PROSPECTIVE TEACHERS  
ENROLLED IN COMMUNITY EXPERIENCES COURSE**

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**A Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education**

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**by  
Elvan P. Kelley  
May 1955**

## PREFACE

I have often thought of a preface, especially a preface to a formal thesis, as a sort of safety valve. In it, to some extent, the writer can abandon the role of impersonal investigator and resume that of an interested party. I became an interested party early in 1951 when I first heard of the projected Community Experiences for Prospective Teachers course. As a teacher with background in language, social studies, speech, mathematics, and recreation work from the sixth to the thirteen grade and as a graduate student in guidance, I was immediately intrigued with the possibilities of such a course in meeting the individual needs of embryo teachers. It was, therefore, with alacrity that I welcomed the opportunity to observe and participate in the initial class in the fall of 1951 and to observe and test the class of the spring of 1952.

There were several directions that a study of the data from such a testing program could take, but, as a search of the literature multiplied evidence of the spreading acceptance of community experience in teacher training both in educational practice and legal requirement, my interest turned toward an investigation of the use that might be made of a testing program in the guidance of students enrolled in the community experiences course. This remained

the primary purpose, although as an a priori adherent of the course I was naturally interested in any results that might produce objective proof of the results almost universally ascribed.

I thought I had acquired patience and perseverance in the army. But I know now that that was merely an apprenticeship. It is certainly not the least of the values of this study to me. Others, too, have either acquired or exercised the same qualities. My long-suffering wife, Betty, deserves a share of any credit due. The advice, encouragement, and never-failing human-kindness of Dr. Harold Bottrell in his dual capacity as originator of the course and chairman of my committee have constituted a well-spring of encouragement.

Elvan P. Kelley  
Alice, Texas  
April, 1955

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## I. THE PROBLEM

In the fall of 1951 the University of Houston inaugurated a course entitled Community Experiences for Prospective Teachers. In the spring of 1952 forty-one freshmen enrolled in the course. They spent three hours per week with groups of children in community agencies and two hours per week in seminars and general sessions on campus. Optimum development of the course, it was assumed, would be aided by building-in evaluation techniques from the start.

Problem stated. What guidance tests and procedures now being used, and what simple additions, practicable within the framework of the course, show promise in its evaluation?

Limitations. 1) A final, or a comparative, evaluation of the course would require a longitudinal study. 2) The study did not propose to establish conclusively the attainment of course objectives. 3) All the objectives of the course were not included in the scope of the investigation. 4) No attempt was made to ascribe certain results to definite course objectives.

## II. PROCEDURES

Guidance and professional objectives of the course, taken from orienting materials, were found comparable to those found in a survey of recent literature.

Hypotheses encompassing guidance objectives in areas of student attitudes, interests, and adjustment were set up and two designs developed to test them: 1) readministration of Kuder Preference Record and California Test of Personality (which had been given entering freshmen) in February and May, 1952, to provide data for comparison of movement during the semester preceding the course and the semester of the course; 2) three other instruments -- Guilford-Martin Personnel Inventory, the Wandt Inventory of Teacher Opinion, and an original instrument on vocational choices -- were administered in February and May to students of the course and to a matched group not enrolled in the course.

Certain instruments and analyses of data were added as means to investigate differences related to sex and/or grade level and to take into account student evaluation of various course activities.

### III. CONCLUSIONS

The null hypothesis was retained in all computations comparing community experiences students with non-community experiences students as to personality changes during the course. It was retained also as to comparison between the personality changes during the previous semester and the semester covered by the course. There was, however, abundant evidence from comments systematically collected during the course that many students felt more secure in vocational choices.

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## CHAPTER I

### THE PROBLEM, ITS NATURE AND BACKGROUND

#### I. INTRODUCTION

Tomorrow's teachers are in the teachers colleges and schools of education today. The faith that Americans put in education, as well as their constant observation and criticism of their educational systems, requires that tomorrow's teachers be thoroughly prepared to carry out their professional duties. Every technique, every area of study, whether old or new, should be subjected to the same merciless and constant evaluation. This is doubtless true of any level of education, but no point in the educational cycle has a potentially wider influence on long-range results than teacher training.

The University of Houston began in 1951 the development of an expanded program of professional laboratory experiences for prospective teachers, one feature of which has been a program of community experiences. It was first officially designated as Elementary or Secondary Education 132, Community Experiences for Prospective Teachers, and placed in the second semester of the freshman year, but it is now numbered 232 as a sophomore course. Enrolled students spend a minimum of two hours per week with a group of children or youth in a non-school agency (selected in conference



with the instructor), as well as two hours per week on the campus in related seminars.<sup>1</sup>

After a pilot course of twenty-five students in the fall of 1951, it was felt that the situation warranted the incorporation for the following term of a program of evaluation activities. The research reported here may be characterized as developmental research in the sense that its ultimate purpose was the development, or identification, of evaluation techniques useful in the process of building a program of community laboratory experiences for prospective teachers. Admittedly, the ultimate evaluation of any training program lies in the quality of teachers turned out<sup>2</sup> and is thus a long-range problem requiring longitudinal study after graduation rather than cross-sectional study of undergraduates. In the meantime the more data available on participants of a new program the more possible a long-range evaluation becomes. Thus, the evaluation suggested here is of proximate objectives whose loci may be found in the literature, in the curriculum, in the instructor, in the student, or in any combination of these.

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<sup>1</sup>See Appendix A for more complete description.

<sup>2</sup>The problem of desirable teacher characteristics is itself a fertile field for investigation.

## II. THE PROBLEM

A valid purpose of curriculum research is to determine what has happened as a result of specified experiences with a view to validating them or recommending changes. Recent study group discussions of Association for Supervision and Curriculum Development members on curriculum research have agreed, "The purpose (of curriculum research) should be to improve curriculum practice and should determine whether a particular practice results in the consequences anticipated (the hypothesis)."<sup>3</sup>

As indicated above, the present study proposes to lay the groundwork for the attainment of this laudable purpose. The problem may correctly be stated thus:

What guidance tests and procedures now being used, and what simple additions, practicable within the framework of the course, show promise in evaluation of the course, Community Experiences for Prospective Teachers?

## III. LIMITATIONS OF THE STUDY

In the interests of clarity certain implied, negative limitations on the study should be expressed.

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<sup>3</sup>Wm. M. Alexander, "ASCD's Role in Cooperative Curriculum Research," Educational Leadership, 9:471, May, 1952.

1. The study does not propose to establish conclusively the attainment of course objectives.

For statistical purposes certain definite hypotheses were set up, but it is recognized that unless students are placed in a vacuum (an impossibility for social beings who are in a dynamic learning situation) there is always a possibility that extraneous factors operate to bring about statistically significant results. As a modus operandi certain tests and procedures were selected on the basis of objectives that appear in the orienting materials of the course. These objectives in turn were validated by review of the literature in the field of this study. In addition to standardized measurements such documentary course materials as student self-rating sheets, supervisors' ratings, student journals, periodic student ratings on course activities, and final evaluations of course learnings by individual students and groups were utilized to supplement test data.

2. Such a learning situation carries forward many objectives. It was not possible to include all of them in the scope of the investigation.

The amount of time available for testing during class time, as well as the test saturation point for the students, dictated that a choice be made among possible objectives. The choice of personal adjustment, interests, and attitudes is discussed in Chapter II.

3. No attempt was made to ascribe certain results to definite course activities.

To accomplish identification of specific causation would necessitate provision for separate experimental groups experiencing only selected parts of the total projected course activities. It was felt that this division of a logically integrated program could not be justified. To a limited extent the periodic evaluation of course activities yields pertinent data insofar as student rating of the value of various activities can be assumed to indicate those having most impact.

#### IV. THE STEPS INVOLVED IN THE STUDY

On the basis of the preceding analysis of the nature and limitations of the problem, the necessary steps in the conduct of the study may now be outlined:

1. determine the objectives involved in the course;
2. determine that portion of the objectives to be investigated;
3. procure or construct and use measuring instruments;
4. assemble and treat data;
5. analyze student observations and periodic evaluations;
6. make recommendations on basis of synthesis of objective and subjective data.

#### V. BACKGROUND AND ORIENTATION OF THE STUDY

### Curriculum Research

It is not the place of this study to labor further the point that recent technological progress has its foundation in research and that future research is urgently needed in social rather than physical sciences to narrow the cultural lag apparent, at least to sociologists, between social and physical advances. It is apropos, however, to point out that, within the social field, teacher education has been a step-child. Caswell has pointed out:

In 1945-6 the land-grant colleges of the U. S. devoted more than 20 per cent of their budgets to research. During the same year teachers colleges devoted only a fraction of 1 per cent to this purpose. I believe we need to look at such fields as agriculture and medicine to see how it has been possible in these fields to command resources for their strong development of a research base. We should give a number-one place in our thinking about the future of teacher education to devising substantial programs of experimentation and securing support for them. Only on such a basis can we move ahead with assurance of doing that which is best for our country and for thousands of young men and women we serve.<sup>4</sup>

In the same yearbook, Brownell, in discussing recent criticism of teacher education, such as that in Life Magazine of October, 1950, raised this question:

What evidence can we present that the institution

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<sup>4</sup>Hollis L. Caswell, "The Professional Sequence in Teacher Education," Fourth Yearbook of the American Association of Colleges for Teacher Education (State Teachers College, Oneonta, New York: American Association of Colleges for Teacher Education, 1951), p. 90.

is using effectively the resources of the community . . . that would be valuable in the education of teachers?<sup>5</sup>

and observed:

One of the greatest weaknesses of the criticisms against teacher education is that for the most part they are statements with little evidence. The greatest weakness in the answers is that they, too, are based on meager evidence. We are challenged to produce this evidence.<sup>6</sup>

The author possibly had in mind statements such as the following that appeared in the final report of the Commission on Teacher Education in 1946:

. . . sophs or juniors gave an afternoon or evening a week during a quarter or semester to assisting in the work of local youth serving agencies. These experiences with boys and girls in non-school situations proved to have many values.<sup>7</sup>

No evidence of any kind was presented.

The Journal of Teacher Education has emphasized since its inception (1950) this need for research in the field of use of community resources in teacher education:

In an area as important as the laboratory aspects of teacher education, it is a tragic fact that significant research findings are practically nonexistent. Indeed

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<sup>5</sup>Samuel M. Brownell, "Teacher Education--Its Challenge and Opportunity," Fourth Yearbook of the American Association of Colleges for Teacher Education (State Teachers College, Oneonta, New York: American Association of Colleges for Teacher Education, 1951), p. 55.

<sup>6</sup>Ibid., p. 56.

<sup>7</sup>Improvement of Teacher Education (Washington D. C.: American Council on Education, 1946), p. 96.

the term "experimental programs" must be used very loosely in this connection. The pioneering has been done, and innovations are springing up everywhere; but the job of scientific evaluation remains relatively untouched.

Experienced supervisors can cite many dramatic cases of student growth, and collectively the studied judgments of such specialists are probably sound. Granting that assumption, however, the fact remains that there is little evidence to show that any particular pattern of experiences is the best one for this college or for that curriculum. Moreover, there is little more than the personal prejudices of advisers to serve as guides on planning the sequences of activities for any given student. The difficulty of getting worthwhile data in this area is overshadowed by the even greater problem of securing concrete evidence as to what constitutes student teaching success, what the characteristics of a superior teacher are, and how to measure them.<sup>8</sup>

and more recently:

Too much in the way of actual achievement cannot be claimed for group-work experience at its present stage. A scientifically controlled comparison of the effectiveness of beginning teachers or even student teachers with group work experience as against those who have not had such experience might shed some light on the value of the program.<sup>9</sup>

It is of interest to note the allusion to the difficulty of evaluating the means to an end when the end itself is in doubt. Reference to this dilemma is encountered in the literature. It is rare, however, to find recognition that

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<sup>8</sup>Leonard O. Andrews, "Experimental Programs of Laboratory Experiences in Teacher Education," Journal of Teacher Education, 1:265, December, 1950.

<sup>9</sup>Henry Miller, "The Role of Group-Work Experience in The Teacher Education Curriculum," Journal of Teacher Education, 3:181, September, 1952.

this problem has its roots in the question, "What do we wish to accomplish?", and that the answer to this depends upon the frame of reference accepted. The full implications of the problem are well illustrated by Olsen's observation on the new relationship of school and community:

We had better not forget that education in fascist Italy, in Nazi Germany, and in totalitarian Japan was definitely "life-centered"--each within its fascist scheme of social values! Our conscious concern must ever be that of developing more functional school programs grounded firmly in the democratic faith and process.<sup>10</sup>

The first of ten guideposts in developing such programs suggested by Olsen was this:

Distinguish three omnibus aims in the area of school-community relationships: (a) social comprehension--developing an understanding of the changing culture; (b) social motivation--establishing incentives to democratic social improvement; and (c) social skills--increasing personal competence in community participation and leadership. Such differentiation (even though it cannot actually be maintained in a functional learning situation) serves to forestall a prevalent belief that community experiences are primarily a device for stimulating intellectual understanding. Knowledge is needed but without adequate motivation it is sterile. Both knowledge and motivation are futile, even dangerous, unless they are utilized and directed by democratic group skills and values.<sup>11</sup>

Thus, the use of community resources at any given level of education might be justified on the basis of promoting intel-

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<sup>10</sup>Edward G. Olsen, School and Community (New York: Prentice-Hall, 1945), p. 409.

<sup>11</sup>Ibid., p. 409-410.



lectual understanding, but in the last analysis their use stems from a democratic-sociological orientation.

However, regardless of orientation, it is desirable not only that new ideas be tried out in teacher education, but also that these new ideas, along with traditional ones, face the tests of research. It is important to the instructor that he may have assurance that he is using the latest available methods; to the student that he may be afforded the best possible training; to the prospective teacher that he may so grow in the desirable professional skills, knowledge, and attitudes that their use is as natural as talking; to the administrator at any level, that he may approach his public for support, armed with the most complete and sound data possible.

### Guidance Function

There are available at hand the results of a testing program for freshman students at the University of Houston, partly schoolwide and partly for students of Professional Education 131, Introduction to American Education. In the guidance program it would be of great value in regard to such things as interests and personality adjustment to know how test scores correlate with success in working with children, or what effect, if any, the experiences in Community Experiences for Prospective Teachers have on interests or

attitudes or adjustments (as measured by test instruments). Inter-correlations between test scores, and eventually success in the field, would be trenchant data for counselling, for pre-selection, or for planning the experiences of the community experience program.<sup>12</sup>

### The Community School

There is a well defined movement discernible to bring schools and communities into a close functionable relationship. In 1936 the U. S. Office of Education reported that trips into the community were used by four-fifths of the public schools.<sup>13</sup> The use of excursions was considered in the first yearbook of the John Dewey Society as an initial step in a continuum that brings the school into intimate relation with community life and problems.<sup>14</sup> The Sloan Foundation has since then conducted extensive programs on all levels of education to implement the use of schools in

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<sup>12</sup>This topic is considered at length in Chapter II.

<sup>13</sup>Cf., Edward G. Olsen, "Teacher Education in Community Study Techniques", Educational Record, 24:421-435, October, 1943.

<sup>14</sup>William H. Kilpatrick, editor, The Teacher and Society, (New York: D. Appleton-Century Co., 1937), pp. 235-255.

the study and solution of community problems.<sup>15</sup>

Seay gives the following definition for the community school:

On the theoretical side, this treatise identifies the community school as one which offers suitable educational opportunities to all age groups and which fashions learning experiences for both adults and young people out of the unsolved problems of community life. In its exposition of this viewpoint as a major objective of education the volume emphasizes the interdependent relationship between the determination of the goals of education and the attainment of better standards of community living.<sup>16</sup>

As an indication of the solid foundation of this movement the yearbook links this community-school movement to the continued growth and virility of democracy:

The community-school program in a very real sense, represents the essence of democracy. It is in part a return to an older practice wherein the adults of the community worked together to improve their schools and through them, to bring added benefits to the community. In an earlier day, education was chiefly provided through the day to day living in the community itself; the school, therefore, was called upon only to supplement the child's education by giving instruction in the three R's. While this education was haphazard and disorganized, it was reasonably effective because it was vital and meaningful and had its roots in the realities of life.

With the development of an elaborate educational

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<sup>15</sup>School-Community Cooperation for Better Living, (Gainesville, Florida: University of Florida Project in Applied Economics, College of Education, 1947), 230 pp.

<sup>16</sup>The Community-School, Thirty-fifth Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago Press, 1953), p. vii.

system, to meet the needs of an expanding industrial society, the schools assumed increasing responsibility for the education function, but, at the same time, kept themselves apart from the life of the community. That which took place in the schoolroom had little or no relationship to the experiences and problems of living. The school and life in the community were separated by numerous barriers.

The community-school concept, while recognizing the values inherent in the school as it has developed to the present time, holds that there are positive educational values to be achieved by making the life of the community a part of the learning experience and that, by doing this, the educational process becomes more effective.

The community-school serves the community, and the community serves the school. Teachers, students, and citizens participate in planning the educational activities as well as taking part in them. Such a school is an integral part of the community; its program, in large measure grows out of the community itself. Those who are interested in controlling the growing centralization of authority and power in state and federal governments will find in community schools a counter balance to that trend. In our world we shall continue to have great powers in state and national governments. The community-school gives new vitality to the community and justifies the hope of a desirable balance.<sup>17</sup>

The importance ascribed to this movement in the development of teacher training programs is well attested by the publications in the field over the past decade. Olsen who first surveyed the field, had this to say at the end of World War II:

A system of democratic, life-centered education requires well socialized teachers who exhibit in their day-by-day behavior the basic democratic values, and who

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<sup>17</sup>Ibid., p. 266-7.

are adept at social interpretation and leadership. . . .

The teacher-education institutions will need to be experimental in attitude, creating a democratic atmosphere and providing experiences through which young men and young women may develop the insights, understandings, attitudes, and ways of behaving which are necessary for leaders in a democratic society. This may necessitate eliminating some of the highly academic materials and formal procedures characteristic of the traditional colleges, and the substitution of cooperative effort toward the solution of vital problems of modern living.<sup>18</sup>

Olsen and Cook posed this problem for research:

What specific types of training and experience should be required of community-school teachers, and how can such abilities best be developed on both the pre-service and in-service training levels?<sup>19</sup>

Research that will throw light on the problems connected with an educational trend so solidly rooted in the development of our society should certainly be of value.

#### Community Emphasis in Teacher Education

Teacher education, in common with all types and levels of public and higher education, is receiving close scrutiny by both professional and lay groups. Recent emphasis in the field of teacher education is illustrated by the numerous studies conducted by various groups such as those from 1938

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<sup>18</sup>Edward G. Olsen, School and Community (New York: Prentice-Hall, 1945), p. 398.

<sup>19</sup>Lloyd Allen Cook and Edward G. Olsen, "Community School", Encyclopedia of Educational Research, Walter S. Monroe, editor, (New York: The Macmillan Co., 1950), p. 1078.

to 1944 by the Commission on Teacher Education of the American Council on Education, from 1945 to 1948 by the Council on Cooperation in Teacher Education of the American Council on Education, from 1946 to 1948 by the Standards and Surveys Committee of the American Association of Teachers Colleges, from 1946 to 1948 by the National Commission on Teacher Education and Professional Standards of the National Education Association. Significant also is the merger in 1948 of the three associations in the teacher education field into the present American Association of Colleges for Teacher Education as a department of the National Education Association. This association has published yearbooks since 1948. Among the common features and recommendations to be found in these various studies of teacher education, agreement is clearly evident on the value of wide community contacts for prospective teachers.<sup>20</sup>

In addition to community emphasis to be found in general studies of teacher education, there have been many recent specific surveys of community emphasis in teacher education. In 1943 Blackwell<sup>21</sup> made a descriptive study of sixteen selected institutions for the American Council

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<sup>20</sup>This material is covered in detail in Chapter II.

<sup>21</sup>Gordon W. Blackwell, Toward Community Understanding (Washington: American Council on Education, 1943).

on Education, and Olsen found that 161 of 273 institutions queried conducted community study programs of some type.<sup>22</sup> He also cited the increase in the number of pertinent articles in leading educational journals from thirty-seven in the period 1930-1933 to 118 in 1934-1937, and 402 in 1938-1941.<sup>23</sup> In 1944 Gillen at the Community Service Center of Teachers College Columbia received only eighty replies from somewhat the same group of institutions but found definite community-centered work in sixty-eight of them.<sup>24</sup> A survey of student teaching practices, published by the American Association of Teachers Colleges in 1946, established that at least seventy-one member schools included youth group work in their curricula<sup>25</sup> and the same group in 1948 devoted its yearbook to the subject of laboratory experiences<sup>26</sup>

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<sup>22</sup>Edward G. Olsen, "Teacher Education in Community Study Techniques," Educational Record, 24:421-435, October, 1943.

<sup>23</sup>Ibid., p. 421.

<sup>24</sup>Paul B. Gillen, "Training Teachers for Active Participation in Solving Community Problems," Teachers College Record, 47:323-330, February, 1946.

<sup>25</sup>John G. Flowers, Allen D. Patterson and Florence B. Stratemeyer, Analysis of Student Teaching Practices in Normal Schools, Teachers Colleges, and Selected Arts Colleges (Oneonta, New York: American Association of Teachers Colleges, 1946), p. 15.

<sup>26</sup>School and Community Laboratory Experiences in Teacher Education, report of the Standards and Surveys Committee (n.p.: American Association of Teachers Colleges, 1948).

in school or community settings.

In 1942 New York State initiated the practice of state requirements in this area with this criterion:

An appreciation of the nature of contemporary society and the role of the schools in the sound promotion of the enduring interests of this society. This implies a much larger measure of actual participation in community life than has been characteristic of either teachers or young people attending school.<sup>27</sup>

Olsen found in 1951 that five states had community experience requirements and others had them under consideration,<sup>28</sup> In the gathering momentum of this movement, the State of Texas has adopted new regulations for graduate programs of teacher education, effective September 1, 1954:

A well developed system of laboratories which provide students with opportunities (a) to study and observe children in learning situations, and (b) to study and observe school-community relationships in actual school-community settings.<sup>29</sup>

Texas has also proposed criteria for undergraduate programs of teacher education. Standard VI, Professional Laboratory

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<sup>27</sup>Edward G. Olsen, "Teacher Education in Community Study Techniques," Educational Record, 24:423, citing Criteria for Teacher Education (Commission on Teacher Education, Association of Colleges and Universities of the State of New York).

<sup>28</sup>\_\_\_\_\_, "Community Foundations in Teacher Education," The Journal of Teacher Education, 1:127, June, 1950.

<sup>29</sup>Revised Criteria and Procedures Recommended for the Approval of Institutions Offering Graduate Programs of Teacher Education (Effective September 1, 1954), unpublished materials from the Texas Education Agency, Section II, A, 3.



Experiences, reads in part:

Provide facilities in campus controlled schools or off-campus schools, and nonschool agencies for observation and for teaching children and youth and for participation in other activities commonly expected of teachers in elementary and secondary schools. . . .

Provision will be made for the students for observing children and youth prior to student teaching in activities and classes. The examining committee will look for evidence to indicate that the teachers of theory, of method, and of technique are utilizing the school and community in the development of their courses. . . . A well-conceived program should provide for long and continuous contacts with children and youth over a period of time prior to student teaching.<sup>30</sup>

In 1952 the Association for Supervision and Curriculum Development went on record in support of this movement. Resolution number twenty-one of the 1952 convention read, "It is recommended that experiences in community life should be included in the pre-service and in-service education of teachers, supervisors, and administrators."<sup>31</sup>

Notwithstanding this long-continued emphasis on group work in the community, no attempts at controlled investigation of the effect of such work on the personality of prospective teachers (that is, on their perceptions, interests,

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<sup>30</sup>Proposed Criteria for Accrediting the Undergraduate Programs of Teacher Education in Texas Colleges and Universities, unpublished materials from the Texas Education Agency, Standard VI.

<sup>31</sup>News item in the News Exchange, March-April, 1952 (Washington, D.C.: Association for Supervision and Curriculum Development).

attitudes) had been made prior to a study published in 1950 by Maas.<sup>32</sup> In developing the need for such a study, Maas cited Lippitt's survey in A Decade of Group Work<sup>33</sup> to the effect that his (Maas') was the first such investigation.<sup>34</sup>

## VI. CHAPTER SUMMARY

This chapter has defined the problem as one of identification of the tests and procedures which show promise in aiding evaluation of the experiences provided by the course, Community Experiences for Prospective Teachers. Certain limitations were stated: (1) the study did not propose to establish conclusively the attainment of course objectives, (2) all objectives of the course were not included, and (3) no attempt was made to ascribe certain results to definite course activities. The projected steps in the study were outlined and the orientation of the study was established from the point of view of (1) curriculum research, (2) a guidance program, (3) the community school, and (4) the community emphasis in teacher education.

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<sup>32</sup>Henry S. Maas, "Attitudinal Changes of Youth Group Leaders," Journal of Educational Research, 43:660-9, May, 1950.

<sup>33</sup>Ronald Lippitt, "Socio-psychological Research and Group Work," A Decade of Group Work, Charles E. Hendry, editor (New York: Association Press, 1948), pp. 166-177.

<sup>34</sup>Maas, op. cit., p. 661.

The sequence of chapters to follow carries forward orientation for the study as developed in this chapter. Chapter II reviews the descriptive literature of the field with two purposes in mind: (1) to determine the objectives commonly projected for community experiences for prospective teachers and (2) to examine the influence of the total training program on the attainment of these objectives. Chapter III is concerned with the methods and techniques used in assembling and analyzing the data of the study. Chapter IV presents the findings and conclusions from this analysis for sixteen sets of data in three sections: Attitudes, Interests, Adjustment. Chapter V summarizes the findings and conclusions of the study and presents the investigator's recommendations as to tests, techniques, and emphases for continued development of Community Experiences for Prospective Teachers as an integral part of a realistic training program for tomorrow's teachers.

## CHAPTER II

### REVIEW OF THE LITERATURE

In this chapter has been gathered the literature and research utilized in preparation of this study. The only two controlled studies in the field are not included here but are summarized completely in the appendix.<sup>1</sup> References have been grouped for discussion into two sections: (1) objectives, (2) program.

The section on objectives establishes the commonly accepted purposes of the use of community resources in teacher education by examining the reports of studies, surveys, and conferences relating to teacher education since 1943. These objectives have been compared with objectives of the course, samples of which are found in the appendix.<sup>2</sup> A choice of guidance program objectives was made from among these for purposes of the study and the reasons for the choice examined.

Guidance oriented objectives having been chosen for study, the next section is devoted to investigation of two questions of importance in development of a guidance program that relate primarily to the total teacher training program. These questions are:

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<sup>1</sup>See Appendix D.

<sup>2</sup>See Appendix A.

1. What evaluation policy is followed?
2. How comprehensive and how well-integrated internally and externally is the community education program?

# I. OBJECTIVES FOR THE USE OF COMMUNITY RESOURCES IN TEACHER EDUCATION

## Objectives Found in the Literature

A convenient starting point is the 1948 study of laboratory experiences in teacher education of the American Association of Teachers Colleges. Among the principles validated by a questionnaire to 157 member institutions is a statement that the three-fold purpose of laboratory experiences, including student teaching, consists of:

1. An opportunity to implement theory--both to study the pragmatic value of theory and to check with the student his understanding of the theory in application;
2. A field of activity which, through raising questions and problems, helps the student to see his needs for further study;
3. An opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.<sup>3</sup>

It seems evident that these statements of purpose are most closely concerned with the program of the teacher train-

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<sup>3</sup>School and Community Laboratory Experiences in Teacher Education, report of the Standards and Surveys Committee (n.p.: American Association of Teachers Colleges, 1948), p. 16.

ing institution. Thus, the first is concerned with making the teaching of theory more valuable and effective; the second with aiding the student in planning his future program of study; and the third with aiding the faculty in guiding the student on the basis of observed performance. Moreover, it is tacitly assumed that the purposes of laboratory experiences in the community and in the school situation are the same.

That this is not necessarily the case was indicated by Blackwell in 1943 in the first publication of the Commission on Teacher Education of the American Council on Education. In suggesting criteria for appraising programs for developing community understanding in the prospective teacher (a difficult task because of lack of common agreement on objectives and a great variety of environmental conditions), he identified three constituent elements:

1. Factual knowledge and insight concerning social behavior;
2. Skill and first hand experience in group methods;
3. Objectively formed social attitudes leading to a sense of responsibility for sharing in community life.<sup>4</sup>

In stating these elements, and as the title of his report also implies, Blackwell is mainly interested in com-

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<sup>4</sup>Gordon W. Blackwell, Toward Community Understanding (Washington: American Council on Education, 1943), p. 93.

munity understanding as an area of concern to the general education of any student. Thus, he says:

There was no concern as to whether practices were thought of locally as part of general or of professional education so long as they seemed suitable to the needs of prospective teachers.<sup>5</sup>

and at another point:

Inasmuch as the goal of all attempts to develop community understanding is to fit young men and women to take their place in the world as intelligent citizens, it is clear that the training is appropriate and desirable for all students no matter what their vocational choice.<sup>6</sup>

However, he examined the reasons often given by teacher educators for the special relevance of community understanding to teacher education, dividing them into two groups: (1) importance of the school as an agency for social action; (2) educators' need in their daily work for insight into basic community factors. He cited the following illustrations of the latter: in order that a principal may know the programs possible in his community, that a teacher may know the standards of conduct and contributions expected and may be able to locate and use community resources, and that all may be aware of the influence of the community on personality, growth, and behavior.<sup>7</sup>

In discussing qualities needed for today's teachers,

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<sup>5</sup>Ibid., p. v.

<sup>6</sup>Ibid., p. 5.

<sup>7</sup>Ibid., p. 5-7.

the Commission on Teacher Education lists community-mindedness and gives the following reasons for its importance:

1. It is important that teachers should know how to establish friendly relations with the people of the community in which they work, and be able and willing to adapt their behavior courteously to local mores and folkways;

2. For teachers to participate in the life of the community is also important because of the example thereby set. Teachers who do not exemplify . . . social sensitivity and social responsibility . . . in their own lives are less likely to promote their development in children;

3. Good teachers will find it possible to make many kinds of contributions to community well-being.<sup>8</sup>

These are pointed more toward the competencies needed by teachers in the field rather than the needs of a pre-service program.

The work of the Council on Cooperation in Teacher Education, 1945-1948, is reported in two volumes: College Programs in Intergroup Relations and Intergroup Relations in Teacher Education. The purpose of each is stated in the preface by Bigelow:

This book is a report of the first cooperative effort in the United States to improve teacher education in respect to intergroup relations. It is the first volume of a two-volume report, with the second book scheduled for early publication. It is, in substance, an account by college committees of their concrete studies, projects and activities, plus some orientation and analysis by the

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<sup>8</sup>Teachers for Our Times, report of the Commission on Teacher Education (Washington, D.C.: American Council on Education, 1944), pp. 158-9.



editor, who was also the national director of the College Study in Intergroup Relations during its four years of work. Volume II of the series, written by the director on the theme of "human relations in teacher education," will be of an analytical and interpretative nature, making use both of College Study experiences and of other materials.<sup>9</sup>

The relationship of this work to community experiences is stated by Cook in the concluding chapter of the first volume:

No program of teacher education along intergroup lines can be realistic or effective unless it provides college students abundant opportunities for direct on-the-job training . . . Much that needs to be taught about group relations can be taught only where people are in relations, at school, in homes, and throughout the community.<sup>10</sup>

The expected outcome as far as the teacher is concerned is stated by Cook in the preface to the second report:

It can be expected that teachers will look anew at area life about them, the culture of which they are a part, the prejudices imposed on children, the curtains dropped about to blind out light. These teachers, we venture, will take action to end such mangling of young people, such distortion of every youngster's birthright. They will support civic movements, perhaps organize them, to stop the waste of talent, to insure freedom under law in the exercise of human rights. They will know their many educational allies, the good will and fair play agencies of the community and the nation, and they will work with these groups in whatever ways they can be professionally useful. Out of this process, we expect in time a new kind of teacher to emerge, a

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<sup>9</sup>Lloyd Allen Cook, College Programs in Intergroup Relations (Washington: American Council on Education, 1950), p. viii.

<sup>10</sup>Ibid., p. 360.

teacher-leader, treated all too briefly in the present study.<sup>11</sup>

Thus, we can add preparation for the reduction of prejudice in the community to the purposes for community experiences for prospective teachers.

In 1948 the National Education Association Commission on Teacher Education and Professional Standards published a report of a conference on the education of teachers. The conference group on Laboratory Experience and Student Teaching--High School expressed the value of laboratory experiences and student teaching in these words:

It has become increasingly clear, however, that much learning in advance of actual work with boys and girls is without clear purpose on the part of the student; hence, such work is highly artificial and is forgotten readily. Recently the need has become apparent for continuous and extensive laboratory experiences which begin early in the student's program and culminate in a period of full time responsible teaching.<sup>12</sup>

The group then listed the specific functions of laboratory experiences and student teaching as follows:

1. To help the prospective teacher see more clearly the purposes of education;
2. To give the prospective teacher genuineness of purpose in the over-all aspects of his professional preparation;

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<sup>11</sup>Lloyd Allen Cook, Intergroup Relations in Teacher Education (Washington: American Council on Education, 1950), p. ix.

<sup>12</sup>Mary K. Brooks, "Laboratory Experience and Student Teaching," The Education of Teachers (Washington: National Education Association, 1948), p. 239-240.

3. To develop understanding and skill in human relationships with individual pupils, pupil groups, colleagues, and members of the community;
4. To help the prospective teacher develop skill in the processes of democratic planning and policy-making in school and society;
5. To provide opportunity to develop the ability to organize and guide effective learning situations;
6. To develop teaching skills;
7. To provide orientation into technical school records, reports, and regulations;
8. To develop a consciousness of professional responsibilities, ethics and opportunities;
9. To help the prospective teacher, in cooperation with his advisers, identify his strengths and weaknesses and plan the next steps in his professional program more intelligently;
10. To provide a practical, continuing basis for counseling, guidance, and selection;
11. To develop confidence and the emotional stability that goes with professional competence.<sup>13</sup>

The emphasis here, with exception of numbers three and four, is largely on the professional program within the school and could apply to student teaching as well as, if not more than, to community experiences. However, when summarizing the types of laboratory experiences necessary for carrying out these functions, the predominance of extra-school activities is apparent. The following is a condensation of this section of the report:

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<sup>13</sup>Brooks, loc. cit.

- I. Experiences which contribute to understanding children:
  1. Study similarities and differences of individuals at different age levels;
  2. Study structure and dynamics of groups in and out of school;
  3. Study child behavior in home and community situations.
- II. Experiences which contribute to an understanding of community resources and problems:
  1. Juvenile agencies--Scouts, Hi-Y, Camp Fire;
  2. Survey aspects of community life--juvenile delinquency, tax structure and economy, race and nationality, out-of-school recreation, nutrition, cost-of-living, religious programs and conflicts, community mores, high school attendance trends;
  3. Study purpose and operation of community agencies such as--service clubs, mental hygiene clinics, welfare departments;
  4. Study business, industry, government as potential sources of learning units;
  5. Participate in P. T. A., civic, and community meetings;
  6. Become acquainted with the functions and objectives of the school as a community institution.
- III. Experiences which contribute to development of a wholesome personality:
  1. Democratic situations involving sharing and respect for personalities and ideas of others, e.g., planning, leading, participating in school and community activities--forums, social, recreational, cultural, civic activities.
- IV. Experiences which contribute to the development of

responsibility of membership in the teaching profession:

1. Developing realization that the improvement of public welfare and general conditions of living is dependent upon a better trained citizenry by: (a) contacting and participating in community service and civic organizations, (b) surveying and studying community problems and causes, (c) becoming aware of the need of cooperation with all interested agencies in the solution of these problems;
2. Developing highest type professional relationships with parents, parent groups, and lay people by learning and practicing techniques of desirable human and public relations;
3. Developing an awareness of the dignity and worth of the teaching profession by evaluating its services to society by studying the influence of the school in establishing the community pattern of living;
4. Developing a realization that participation in democratic government is a professional obligation by: (a) studying the accomplishments of an informed electorate, (b) accepting the obligations of democratic government by voting, (c) accepting the responsibility of community leadership when offered.<sup>14</sup>

In the 1951 yearbook of the American Association of Colleges for Teacher Education Caswell approaches the subject in terms of the professional sequence. His emphasis is distributed between community study and child study:

The efforts of the instructor in the professional sequence to broaden understanding and to create a critically minded attitude toward educational programs and practices require the constant testing, in actual prac-

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<sup>14</sup>Ibid., pp. 240-4.

tice, of ideas dealt with on the verbal level. Consequently, it is my belief that there should be provision for some laboratory experience from the very beginning of the professional sequence. Community study and child study should have a setting in appropriate guided, first-hand experience just as much as study of the curriculum and methods of teaching.

Laboratory experience provides one of the finest means of student guidance available to the faculty. Ability to work with children and to transform ideas into action can be determined in no other way.<sup>15</sup>

Summary analysis. Comparison of these various viewpoints reveals several possible analyses that might be of value in understanding the complete picture. One possible classification of the objectives might be as follows:

1. those that aim to improve the quality of instruction in the teachers colleges;
2. those that aid in student guidance;
3. those that contribute to general education;
4. those that contribute to professional education.

However, this classification includes considerable overlapping. A more fruitful analysis for the present study would be a classification such as this:

1. those peculiar to community experiences;
2. those peculiar to school experiences;
3. those common to both.

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<sup>15</sup>Hollis L. Caswell, "The Professional Sequence in Teacher Education," Fourth Yearbook of the American Association of Colleges for Teacher Education (Washington, D.C.: The Association, 1951), p. 88.

The objectives discussed above in reviewing the literature have been classified below in Figure I according to these categories. Originally this classification was made a definite one, but this was abandoned in favor of a continuum from those objectives most commonly assigned to the school through those which could be pursued logically in either school or community to those most likely to be accomplished in a community setting. It is very likely that a school of the type described as a community school could implement the objectives ascribed here to community settings much more successfully than the traditional insular school, and, in the viewpoint of many, could do a much better job on the objectives classified here as belonging to the school situation. The closer we approach the teaching of understandings, skills, and attitudes that are functional in the local, national, and international community, the less useful is a classification such as that attempted here.

#### Status of Course Objectives

In order to establish the status of the explicit objectives to be found in recent surveys and conference reports in this field, Figure 2. following, presents an analysis of the objectives of the course. These were stated in the prospectus issued upon its organization, and also in a mimeographed sheet introducing the course to students in

CLASSIFICATION	OBJECTIVE
SCHOOL SETTING	1. Orientation into school records, reports, regulations 2. Consciousness of professional responsibility, ethics, opportunities 3. Opportunity to develop ability to organize and guide learning situations
through	*4. Develop teaching skills *5. Help to see purposes of education *6. Opportunity to implement theory *7. Genuineness of purpose in professional training *8. Help identify strengths and weaknesses *9. Develop confidence and emotional stability that go with professional competence
EITHER SCHOOL OR COMMUNITY	*10. Discover age group to teach *11. By raising problems, help to discover needs *12. Basis for counseling and guidance *13. Skill in human relations *14. Skill in group methods *15. Reduction in intergroup prejudices *16. Knowledge of social behavior *17. Skill in democratic planning and policy making *18. Attitude of community responsibility 19. Setting example for pupils in community service
to	20. Establishing friendly relations with the community 21. Contributions to the community
COMMUNITY SETTING	

FIGURE 1

OBJECTIVES FOUND IN LITERATURE ON THE USE OF LABORATORY EXPERIENCES  
 IN TEACHER EDUCATION, ARRANGED AS A CONTINUUM FROM  
 SCHOOL TO COMMUNITY SETTINGS



February, 1952.<sup>16</sup>

To facilitate the comparison, an asterisk has been placed before each objective in Figure 1, on the literature, which is also to be found in Figure 2, on the course; also the number of the objective from the literature has been placed before the specific course objective in Figure 2. The most obvious visual data resulting are that (1) all but two course objectives appear also in the literature, (2) the course objectives lie in the center range of the continuum, that is within those objectives common to both school and community settings, and (3) the objectives classed in Figure 2 as guidance form the center core of the common objectives of Figure 1. As to the first point, it is probable that a more exhaustive search would find that these objectives are also included. Certainly it may be safely assumed that these two objectives constitute the primary and perhaps tacitly assumed purpose of laboratory work with youth groups in a community, that is, understanding both children and community. Point two is of passing interest as indication that the objectives deemed important by the instructor (in that they are made explicit) are those in which school and community are most intimately related. Finally, both lists are selective rather exhaustive and indicate a general agreement

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<sup>16</sup>See Appendix A.

ANALYSIS	OBJECTIVE
<u>FRAMEWORK</u>	Provision of supervised participation in teacher-leader roles in the group work programs of community agencies, together with correlated classroom instruction
<u>AREAS OF STUDY</u>	Concurrently children, community, and teacher preparation
<u>OBJECTIVES</u>	
PROFESSIONAL	<p data-bbox="863 793 1248 829">UNDERSTANDINGS--external</p> <p data-bbox="625 829 1264 925">A. Boys and girls of age to be taught B. Community setting in which they live (including community agencies)</p> <p data-bbox="550 925 1344 1054">(5) C. School as a social institution and teaching as a way children may develop into (4) adjusted and effective members of groups (15) and communities</p> <p data-bbox="863 1085 961 1122">SKILLS</p> <p data-bbox="550 1122 1359 1355">(9) A. Leadership (14) B. Group and individual techniques (16) C. How to obtain and use data on children and communities in relation to professional and civic activities of teachers (18) D. Human relations (13) E. Render service to communities (21)</p>
GUIDANCE	<p data-bbox="863 1385 1188 1422">UNDERSTANDINGS--self</p> <p data-bbox="550 1422 1359 1616">(7) A. Do I really want to teach? (10) B. What age group do I fit best? (8) C. What areas of preparation need my special attention? (11) D. Have learned to recognize and meet my own needs and problems?</p>

FIGURE 2

ANALYSIS OF OBJECTIVES FOR USE OF COMMUNITY LABORATORY  
EXPERIENCES IN TEACHER EDUCATION, AS STATED IN  
DESCRIPTIVE AND ORIENTING COURSE MATERIALS

on the outcomes to be hoped for from such a program.

It will be noted that objectives, as such, in Figure 2 have been divided into professional and guidance classifications. The professional objectives are those which, presumably, all teachers would need to develop according to our present knowledge and standards. The guidance objectives are those which help a student make a choice among possible alternatives, a distinction emphasized by Meyers in discussing the meaning and desirable limitations of the term guidance.<sup>17</sup> It is noteworthy that these guidance objectives form the center of the continuum as listed in Figure 1. Illustrative of this close relationship at many points between school, community, and guidance is the following quotation from the director of the research bureau of Western Washington College of Education concerning the common ground of education and social group work:

With increasing acceptance of public responsibility for human welfare and with psychologic and sociologic emphasis on holistic theories and with increased organization of recreation, it was inevitable that there would grow a closer affiliation between education and social group work. Several points of agreement may be noted here.

First, the clientele of one service is rapidly becoming identical with that of the other. . . . These latter (social services) are no longer services for problem people. . . .

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<sup>17</sup>George E. Myers, Principles and Techniques of Vocational Guidance (New York: McGraw-Hill Book Co., 1941), p. 36.

The emotional isolation, high tension, spare time, and monotony of an industrial society have made leisure a public problem and therefore a problem for all public agencies. . . . It follows that training in recreation methods is essential in teacher education, and participation in social group work provides it.

A third bond arises in the recent common concern with major social issues. . . . Concern with group functioning leads to the . . . conclusion that certain phases of teacher education are inseparably related to certain forms of social work. . . . One of the major functions of group work education is psychological and vocational guidance. This function is shared by the school. In fact it has been argued that group work has the advantage in the area since there is no requirement for specific increments of directed learning. . . .

A further connection arises in the common acceptance of a new kind of discipline . . . both advocate discipline arising from social understanding and a desire for social approval. . . . The laboratory experience with groups has been seized as an opportunity for the student to learn the ways of discipline with something less than teacher authority.

Perhaps the most effective relationship between the two fields is established by a commonness of method . . . (which) arises from agreement on (1) what constitutes an effective learning situation, (2) what constitutes basic subject matter, and (3) what constitutes the most important need. . . . Desirable teachers are described as having the traits . . . characteristic of desirable group leaders: maturity, emotional adjustment, resourcefulness, creative inquiry, culture, and social mindedness.<sup>18</sup>

### Choice of Objectives to be Studied

A complete investigation of changes effected in individual students in regard to each of the course objectives

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<sup>18</sup>Maurice F. Freehill, "Social Group Work as a Teacher Education Laboratory," Journal of Teacher Education, 2:205-7, September, 1951.

listed in Figures 1 and 2 and of those envisaged by the students themselves, insofar as the latter extend beyond the accumulation of required college credit, is obviously beyond the scope of a single study. Only a portion of these were chosen, a limitation indicated by the title and mentioned in the limitations outlined in Chapter I. It remains to establish the reason for the choice.

Preparation of the investigator. The preparation and interest of the investigator obviously determine the direction a study will take. In the present case a graduate major in guidance and counseling dictated an emphasis on vocational, personal, and educational guidance. The writer's interest was in determining what use might be made of the testing program already in operation and what additional simple measurements might be tailored to the course to give students as complete a self-knowledge as possible without unduly usurping the time allotted to correlating activities on the campus. It was felt that (facing the necessity of a choice) the evaluation of professional understandings and skills could, on the one hand, be delegated during the training period to the principle that learning by doing embodies its own evaluation, and, on the other hand, that the final evaluation of these must await a comparative analysis of the performance of the teachers developed with or without the

community laboratory experience this early in their preparation. This necessary limitation does not in any way indicate that it would not be helpful to develop ways of demonstrating to students and instructors the accomplishments in these fields.

The need for adjusted, self-confident, socially minded teachers. In arriving at this decision, the viewpoint expressed by many educators over the last twenty years has influenced the writer. One of the first to give effective voice to the new movement for attention to the emotional characteristics and attitudes in the education of teachers was Meredith, a psychiatric worker and visiting teacher:

It is only very recently that the effect of personalities of teachers upon the developing personalities of children has received attention and is coming to be regarded as a subject warranting the same degree of careful study hitherto given to the things we teach and the way we teach them. It is only recently that teacher training institutions are considering personality development of the teacher-to-be, and beginning to face their responsibility in regard to arriving at some basis for estimating personal fitness for teaching in those who seek admittance, and for creating conditions favorable to maximum personality development of students in their midst.<sup>19</sup>

Admitting first that the extent to which it is possible to affect the behavior of late adolescents is debatable and that there is no demonstrable effective teacher personality,

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<sup>19</sup>Lois A. Meredith, "Personality and Teacher Training," Educational Method, 14:184, January, 1935.

Meredith discussed two techniques--individual counseling and a course in mental hygiene.<sup>20</sup>

Prescott in the classic Emotion and the Educative Process brought the matter to national attention:

Both creative imagination and scientific research need to be called into play in shaping of experimental techniques for bringing prospective teachers and teachers in service to a sympathetic understanding of the needs of children. It is equally necessary to free prospective teachers from the necessity for mastering so much traditional subject matter and to find better ways of assisting them into insights about the society and the world in which they live. A wide variety of experiments in the forming of effective professional workers should be encouraged as soon as possible. So much that has been suggested earlier in this report depends upon a personnel with insight and sympathy to carry it out that the quality of the training offered these persons is crucial. Professional training is the keystone in the arch of hygienic education.<sup>21</sup>

Prescott's emphasis was on the relationships between teacher and pupil and the need for developing understanding and insight in teacher training programs.

In 1943 Tyler noted a trend toward:

Increased emphasis on early diagnosis of the student's strengths and weaknesses coupled with individual planning of the educational program and greater emphasis on the personality of the prospective teacher. . . .

Major emphasis is being placed on the development of social understanding on the part of teachers. . . . More attention is now being given to providing actual

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<sup>20</sup>Meredith, loc. cit.

<sup>21</sup>Daniel Prescott, Emotion and the Educative Process (Washington: American Council on Education, 1938), pp. 292-3.

community experience for the prospective teacher rather than concentrating his sole practice in work in a classroom.<sup>22</sup>

The emphasis here was on personality, social understanding, and individual diagnosis.

Blackwell's study of the same year listed as one of the main issues in evaluating a community program, "To what extent are modern techniques of guidance and evaluation used in the program?"<sup>23</sup>

The Group Report of the 1948 National Education Association conference at Bowling Green pinpointed the vocational guidance angle.

Experience indicates that the professional education of the teacher is too often about children but devoid of contact with children . . . the experiences of the prospective teacher should serve as a medium for discovering age groups and activities in which he can be happy and successful. . . . Too frequently the prospective teacher chooses a grade level or an area of teaching in complete ignorance of other levels or areas for which he might be better adapted by education, aptitude, and interest. Prospective teachers frequently choose the area for which they wish to prepare from the recollection of their own school experiences. Because of the recency of their experience in the secondary school they are inclined to give this area an emphasis out of proportion to employment opportunities.<sup>24</sup>

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<sup>22</sup>Ralph W. Tyler, "Trends in the Preparation of Teachers," School Review, 51:207, April, 1943.

<sup>23</sup>Gordon W. Blackwell, Toward Community Understanding (Washington: American Council on Education, 1943), p. 95.

<sup>24</sup>Stanley A. Wengert, "Laboratory Experience and Student Teaching in the Elementary School," The Education of Teachers (Washington: National Education Association, 1948), p. 234.



The questionnaire sent to member institutions by the American Association of Teachers Colleges validated the acceptance by members of the principle that, "The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance."<sup>25</sup>

The importance of personality and relationships was again stressed by Sanford and Trump, writing on teacher ratings:

Research studies do not point to a scientific basis for preservice selection of teachers. A valid and reliable criterion of teaching success has not been found, the factors are not definitely known, and a satisfactory technique of investigation for applying the criterion and the factors has not been formulated. At present the best criterion of teaching success is the judgment of experts, although pupil achievement is more nearly ideal; the most important factors are personality, scholarship and intelligence; marks earned in practice teaching correlate with success in the field more highly than any other marks earned.

A study of each factor or teacher characteristic as it relates to enhanced pupil learning should prove profitable. It seems futile to continue to study teacher traits except as they relate to pupil achievement. An important phase of this study would be concerned with teacher-pupil relationships. It is obvious that such relationships must be important; otherwise the best conditions for learning do not obtain. Research should reveal the teacher traits and characteristics which lead

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<sup>25</sup>School and Community Laboratory Experiences in Teacher Education (American Association of Teachers Colleges, 1948), p. 65.

the pupil to make his best efforts.<sup>26</sup>

This statement also illustrates the difficulty of evaluating a process, such as teacher training, when the evaluation of the end product, a good teacher, is far from satisfactory. Great importance, however, was imputed by the writers to traits and characteristics.<sup>27</sup>

The Kappa Delta Pi lecture of 1951 stressed the importance of teacher personality as well as the educability of social attitudes with especial reference to cultural prejudice:

While respect for persons must be grounded fundamentally in wholesome personality, there is no need to conclude that social attitudes such as these are a mere fortunate accident of birth or personality. To a great extent, these attitudes can be taught to teachers in training, also practiced by them, just as they are taught techniques in teaching reading or arithmetic.<sup>28</sup>

While there is room for doubting that attitudes can be taught in the same manner as techniques (are they caught rather than taught?), yet the need for trial and experimentation is apparent.

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<sup>26</sup>Chas. W. Sanford and J. Lloyd Trump, "Preservice Selection of Teachers," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1394.

<sup>27</sup>Cf., A. S. Barr, "Teaching Competencies," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1453.

<sup>28</sup>Chas. S. Johnson, Education and the Cultural Crisis (New York: The Macmillan Company, 1951), p. 80.

In examining the current controversy over academic versus professional training for teachers, Kelley has observed:

We have selected our prospective teachers on the basis of academic proficiency rather than searching for the human elements needed in a teacher. We have shaken them through the wrong screen. . . .

The most important thing about any person is his basic attitude toward other people. If the teacher believes that all human beings are to be cherished, he will act in certain ways toward his learners. If he believes that many people other than himself are of little worth, he will behave in another way.

Teacher trainers then have the task of improving attitudes and beliefs of teachers toward other people. . . . We need to see that the teacher has a different relationship to subject matter than do others. The engineer studies mathematics so that he can engineer, but his attitude toward the bridge he is building has no effect on the bridge as long as his engineering is correct.<sup>29</sup>

In bringing this exposition of the increasing emphasis on teacher personality in recent educational literature to a close, two quotations are offered as a summary.

But it is not enough to meet these attacks (on education) successfully. We must launch a positive program which seeks to translate our democratic values into the totality of our community life and which in the process changes persons with critical attitudes from critics that must be appeased to resources which can serve us in good stead.

If you look at existing teacher education with this sort of goal in view you will be troubled. If education is a creative process, and if creativity flowers best in

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<sup>29</sup>Earl C. Kelley, "Let's Criticize Ourselves," Educational Leadership, 9:348, March, 1952.

an atmosphere of affection, security, and freedom, certainly teachers should be our most warm-hearted, imaginative, kindly people. Yet we go on selecting teachers with intelligence tests and other devices designed primarily to separate those with verbal intelligence from those with less of this particular capacity. . . . In the main our faculty members have been selected because they were students of subject matter and possess certain degrees. . . . Among ourselves as administrators the same thing has happened. . . .

But it is not only our own personal qualities that must change. We must take heed of the leadership process itself and see that it is harmonious with the democratic goals we seek; especially will this be true if we undertake to make the entire community an educational enterprise. For here we shall deal with laymen as well as with professional people, with adults as well as children, with our ideological opponents as well as with those with whom we agree. We shall need all the knowledge of society that we can muster in this endeavor, but most of it cannot be secured from books. We shall have to learn it through practice in living. This means, it seems to me, that very early in the experience of a prospective teacher, not only observation and student teaching in the ordinary sense are demanded, but actual experience in community.<sup>30</sup>

The Mid-Century White House Conference on Children and Youth confirmed attention to this problem as a need of our times:

A teacher needs the abilities and inclination to be a participating, creative, cooperating, responsible member of our democratic society, . . . There is great need for the prospective teacher to be associated with others on the campus and in the local community in cooperative planning and social action. . . .

Opportunities to increase understanding of himself, his own motivations and problems, need to be a part of

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<sup>30</sup>Ernest O. Melby, "Needed: A New Teacher Education," Fourth Yearbook of the American Association of Colleges for Teacher Education (Washington: The Association, 1951), pp. 134-5.

the prospective teacher's educational program. Each needs to participate actively in developing competency in relating himself to people of all ages in many work and play situations as a basis for cooperative endeavor.

Developing good human relations in all aspects of life is one of the most crying needs of our times. Such knowledge is basic to the teacher's major responsibility in helping young people mature into effective participation in a democratic society. . . . If it is true that teachers teach as they are taught, it is all the more imperative that the prospective teacher have many and continuous opportunities to understand and make use of these processes in his own education.<sup>31</sup>

The references noted in this section support not only the thesis that teacher personality is worthy of attention, but also that, in this process, the use of community resources early in the teacher training program along with the guidance of an interested and sympathetic faculty are important. Some references emphasize selection more than training, but the relative merits of the two policies depend ultimately on the ratio of teacher supply and demand and the results of studies such as the present one.

The second and final section of this chapter will examine critical aspects of the total program as they relate to the guidance phase.

## II. CRITICAL ASPECTS OF THE TOTAL TRAINING PROGRAM

The primary purpose of this study is to identify

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<sup>31</sup>Rose Lammel, "Some Midcentury Challenges to Teacher Education," Educational Leadership, 9:346, March, 1952.

tests and techniques of value in development of a guidance program. Although it has been assumed that inclusion of the course is justifiable on the basis of evidence of congruence with democratic and educational trends, the close relation of the study with evaluation of the course and ultimately the total program is inescapable. Guidance can best be described as helping an individual student fit his purposes within the framework of larger social purposes--in this case the purposes society projects for the teaching profession. And in the democratic give and take of policy making, the demonstration of results can be ignored in no phase of the educative process. This section examines the interrelation of the guidance program with the professional sequence and the evaluation policy followed by the institution in order that the study may assume its proper perspective in the whole.

### Concepts of Evaluation

Our concept of evaluation depends largely on the purpose we project for the educational segment we are examining. If the purpose is the accumulation of verbalized knowledge, then we may stand on an external point of reference and evaluate our efforts by sampling the body of knowledge as completely as we are able. But, if our purpose is to affect student behavior patterns, then there are good grounds for the contention that the most efficient (if not the only) way

is to bring the student in on the process from planning through evaluation. In addition to facts in this latter case we must attempt the measurement of attitudes, opinions, skills, interests, adjustments, and other facets of personality. We need also bear in mind that paper tests of these aspects do not necessarily reflect behavior changes.

Stated differently, such is the nature of behavior and its relation to an individual's self-concept that change inducing programs must work in conjunction with (1) the awareness of the individual that a change is necessary, (2) the desire of the individual that a change be made, and (3) an acceptance by the individual that a change has been made (evaluation). The modern psychological basis for this viewpoint is perhaps best illustrated by Snygg and Combs. They contend that the educational goal of changing behavior can only be accomplished by changing the individual's phenomenal field consisting of the phenomenal self and the phenomenal environment. Regardless of its erroneous or illusory appearance to others, it is reality to him. The traditional efforts of education attempt to change concepts of the phenomenal environment by giving information, and never approach the phenomenal self except incidentally and then usually adversely. The individual must see a desirable need of his phenomenal self to be met before change in behavior will

ensue.<sup>32</sup> Rogers has developed a personal adjustment counseling orientation which he terms client-centered around the same internal point of reference.<sup>33</sup>

Smith and Tyler, in describing the evaluation carried on during the Eight Year Study of the Progressive Education Association into the possibility of preparing high school students for college by means other than traditional academic methods, set out the following propositions governing the study and its evaluation:

1. Education is a process which seeks to change the behavior pattern of human beings.
2. The kinds of changes in behavior patterns in human beings which the school seeks to bring about are its educational objectives.
3. An educational program is appraised by finding out how far the objectives of the program are being realized.
4. Human behavior is ordinarily so complex that it cannot adequately be described or measured by a single term or dimension.
5. The way in which a student organizes his behavior patterns is an important aspect.
6. The methods of evaluation are not limited to the giving of paper and pencil tests.
7. The nature of the appraisal influences teaching and learning.

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<sup>32</sup>Donald Snygg and Arthur W. Combs, Individual Behavior (New York: Harper and Bros., 1949), pp. 206 ff.

<sup>33</sup>Carl Rogers, Client-Centered Therapy, (Boston: Houghton-Mifflin, 1951), p. 485.



8. The responsibility for evaluating the school program belongs to the staff and clientele of the school.<sup>34</sup>

Although the Eight Year Study has been criticized for its statistical techniques, its influence is apparent in the increasing reference in literature on teacher education to the importance of self-evaluation in the educative process. The American Council on Education Commission on Teacher Education emphasize throughout the necessity of student participation. Typical of the viewpoint expressed is the following:

Evaluation can itself be a learning experience for those evaluated provided they see in it an opportunity to find out something they genuinely want to know about themselves. For this to occur they must, of course, understand the process and share in the interpretation of its results.

The evident implication of what has just been said is that evaluation ought not to be an intermittent mystery carried on by specialists but rather a persuasive activity participated in, though with expert assistance, by all faculty members and students. Only when the latter is the case are the results likely to be influential on those improvement in whose behavior it is the ultimate aim of evaluation to bring about. Only through provision for participation, moreover, can a democratic respect for personality be manifested. Only thus, finally, can the practice of self-evaluation be developed. . . .

Emphasis on self-evaluation under guidance, continuous throughout the preparatory program, will help the individual to integrate himself and the college to integrate its services. . . . A further advantage of a college program of evaluation in which students participate is the effect it is calculated to have on their own

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<sup>34</sup>Eugene R. Smith and Ralph W. Tyler, Appraising and Recording Student Progress (New York: Harper and Bros., 1942), pp. 11-15.

practice when they become teachers.<sup>35</sup>

Similarly, Armstrong, Hollis and Davis, in examining the role of the college in teacher education, made these recommendations:

Students will need to share much more actively than they ordinarily have in the past in planning and appraising their education as they go along. . . . Breadth of view and grasp are best furthered by an alternation of direct experience with theoretical discussion and intensive outside reading.<sup>36</sup>

In 1948 a committee of the American Association of Teachers Colleges published a report of laboratory experiences in teacher education which came to these conclusions about evaluating such experiences:

1. Evaluation is an integral part of the learning process both for the student as a learner and as a prospective teacher concerned with guiding children in the evaluative process.
2. Many of the growth values sought, both for the college student and for children, cannot be rated, but are best evaluated through critical analysis of descriptive evidence of specific behavior and situations.
3. Evaluation is a continuous process to be developed cooperatively by all persons guiding the student.
4. The student should have an active part in recording and evaluating his growth and development. Only as the student grows in power to be intelligently self critical of his work will he continue to grow constructively when in service.

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<sup>35</sup>The Improvement of Teacher Education (Washington: American Council on Education, 1946), pp. 103-4.

<sup>36</sup>W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis, The College and Teacher Education (Washington: American Council on Education, 1944), p. 302.

5. The evaluative process used with the college student should demonstrate the principles basic to helping children evaluate their work. 37

The persistence of this orientation to the training of teachers is attested in a recent Association for Supervision and Curriculum Development publication, Teachers for Today's Schools, in which fifty of the eighty pages are devoted to a discussion of "An Evaluative Approach to Teacher Education."<sup>38</sup>

The means to be used in such broad evaluation have been listed by Wrightstone as he defined evaluation as including measurement of single aspects of knowledge, skill, and ability plus determination of broad personality changes and major objectives:

1. Tests--achievement, attitude, personality, character
2. Rating scales
3. Questionnaires
4. Judgement scales of products
5. Interviews
6. Controlled observation techniques
7. Sociometric techniques
8. Anecdotal records
9. Stenographic reports
10. Sound recordings.<sup>39</sup>

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<sup>37</sup>School and Community Laboratory Experiences in Teacher Education (n.p.: American Association of Teachers Colleges, 1948), pp. 284-5. (*Italics in original.*)

<sup>38</sup>Laura Zirbes, Teachers for Today's Schools (Washington: Association for Supervision and Curriculum Development, 1951), pp. 30-80.

<sup>39</sup>J. Wayne Wrightstone, "Evaluation," Encyclopedia of Educational Research (New York: The MacMillan Co., 1950), pp. 403-4.

The present study, in an effort to use data at hand and simple additional instruments, has utilized tests, rating scales, questionnaires, sociometric techniques, and anecdotal records in order to provide a sound basis for development of such a self-evaluation program. The reason data from such sources is lacking is given by the findings of a study of junior college use of community experiences by Bottrell. He found that sponsors and supervisors of such programs, in rating eleven evaluation techniques, rated self-evaluation by students as tenth in frequency of use and third in difficulty, and use of objective measures as eleventh in frequency of use and first in frequency of occurrence as a problem. Securing records of participation from students rated first in difficulty.<sup>40</sup>

The implication to be accorded to the need of self-evaluation in the process of inducing behavior change is that, the background and needs of students being an intensely individual matter, the demonstration of results in a guidance program is likely to be a function of the extent to which self-evaluation is an accepted and extensive policy in the total program.

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<sup>40</sup>Harold R. Bottrell, "The Organization and Supervision of Student Participation in Services to the Local Community in Junior Colleges," (unpublished Doctor's dissertation, Northwestern University, 1947), pp. 231-250.

### The Professional Sequence

Survey of literature on community oriented programs in teacher training reveals four types of publications: (1) surveys describing in general terms the types of programs observed, (2) articles describing the types of experience that a teacher training program should include, (3) articles describing the use of community experiences in a specific course, and (4) articles describing a complete professional sequence organized for continuous interplay of practice and theory. Some sources include two or more types in one publication and in addition some to be discussed here have already been cited in discussion of objectives commonly imputed to the use of community resources in teacher training. This section examines available literature to determine the relationship between a community experiences program and the professional sequence that serves as context. It is obvious that the needs and ultimate possibilities of guidance in an academic program with an isolated community experiences course are entirely different than in an articulated sequence of intertwined theory and practice with student-faculty planning and evaluation. Our purpose was to identify desirable features, needs and criticisms, and long term trends insofar as possible.

Our review begins with Olsen and Blackwell in 1943 and ends with Drummond's article in the 1953 yearbook of the

National Society for the Study of Education. The references to their works being so interspersed in the following discussion, source notes are given together at this point.<sup>41</sup> Olsen found that about one-third of the teacher training institutions provided some type of community study, that only one of the special courses existed before 1935, and that 60 per cent were established after 1940. Blackwell found it impossible to group institutions systematically because of variations due to the community setting of the school, the area served by its graduates, and the purpose of the college, but in common with Olsen and later Drummond, found various combinations of the following:

1. Conventional academic courses plus supplementary reading;
2. New academic courses emphasizing community structure, relationships, and study techniques;
3. Field experiences on various levels and in various combinations with conventional and new emphasis courses;
4. Social action in community by voluntary student groups.

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<sup>41</sup>Gordon W. Blackwell, Toward Community Understanding (Washington: American Council on Education, 1943), pp. 85-96.

Edward G. Olsen, "National Survey of Teacher Education in Community Study Techniques," Educational Record, 24: 423-5, October, 1943.

Harold D. Drummond, "The Staff of the Community School," The Community School, Fifty-second Yearbook of the National Society for the Study of Education, Pt. II (Chicago: University of Chicago Press, 1953), pp. 110-115.

In evaluation of efforts to inculcate community understanding in the pre-service programs, Blackwell identifies the main issues on the basis of his selective study as follows:

1. How comprehensive is the effort to provide community understanding?
2. Is the sequence of experiences planned effectively?
3. Are the experiences based upon actual conditions with which graduates will have to deal?<sup>42</sup>
4. Are adequate preparation, guidance, supervision, and follow-up discussion provided?
5. To what extent are modern techniques of guidance and evaluation used in the program?
6. What proportion of the students is reached?
7. Is the program in community understanding properly integrated within itself?
8. Finally, are the activities in community understanding satisfactorily integrated within the entire college program?

Blackwell further points out the factors conditioning the successful solution of these issues; the following is a summary:

1. Within the college--sympathetic administration, democratic procedures with faculty and student body, adequacy of financing, flexibility of scheduling;

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<sup>42</sup>Blackwell points out here that too much insistence on actual conditions could lead to provincialism when students live in, train in, and teach in the same community. (Italics added throughout.)

2. Outside the campus--adequate communication, the degree of acceptance of non-academic, extra-classroom work, establishment of a central clearing house for services, competent program leadership, transfer credit problems, and relationships with practice school systems.

In comparison, Olsen's contemporary and comprehensive survey listed the major obstacles as administrative difficulties and faculty opposition, and the major criticisms as the lack of integration within the community program and between it and the total program, and the proportion of students reached (only one-fourth to one-third were being reached though elective courses of any type).

At the end of the decade Drummond's survey for the National Society for the Study of Education yearbook summarized the results accomplished. His remarks include the whole range of activities from pre-service training to in-service, university extension and consultative services, and state department activities. They are rearranged here according to the type of training referred to and given in summary form:

**Pre-service:**

1. Comparatively few students in training will have student teaching experience in community schools of the type described in the yearbook.

2. Some colleges have made considerable progress in identifying competencies needed and providing more direct community life experiences.

3. Efforts being made to schedule larger blocks of time for pre-service teacher education so more functional learning experiences may be provided.



4. Students and teachers are having more opportunity to learn cooperative methods of solving problems in college sponsored activities.

5. Many programs of professional education include academic courses in relationship of school and the social order, but they rarely include active community roles.

6. Lay people are being used effectively in both pre- and in-service training.

#### Other activities

1. In-service training services seem geared more closely to the community.<sup>43</sup>

2. Extension and field services are broader in scope than academic programs and are usually geared to the improvement of living in a particular community.

3. University and State departments are cooperatively developing procedures to improve understandings of the community and competence of professional staff.

His direct criticisms of pre-service programs include (1) lack of student teaching experiences in community schools, and (2) lack of active community work in conjunction with academic professional courses. He compares pre-service training unfavorably with in-service training in closeness of relationship to the community and with extension and field services in that the latter are broader and geared to

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<sup>43</sup> An excellent description of the community-oriented in-service program in Baltimore schools is to be found in Harry Bard, Teachers and the Community (New York: National Conference of Christians and Jews, 1952), 53 pp. See also Harry Bard, "Baltimore Teachers Study Their Community," in Harold R. Bottrell, editor, Applied Principles of Educational Sociology (Harrisburg: The Stackpole Company, 1954), Ch. 12.

community improvement programs. The remaining statement impliedly recognized the existence of the problems found by Olsen and Blackwell by indicating that some progress has been made. The only use of the word many, however, was in connection with academic courses in relationships of the school and the social order.

The general picture is one of uneven advance with much remaining to be accomplished, yet withal a sense of fitness, of congruence with the true line of development of democratic society in an age in which the individual and local seems in danger of being engulfed by the collective and world-wide. Yet it encourages social cooperation rather than extreme laissez-faire. There have been educational fads in the past which have mushroomed, left a residue and moved on to make room for the next. The slow growth, the spreading and persistent influence seem to distinguish the school-community movement from these fads.

The issues identified by Blackwell as sequence and comprehensiveness appear to receive universal recognition when the topic is what experiences today's teacher needs. A broad range of experiences, covering differences of age, culture, race, rural-urban, group-purpose, socio-economic level--in homes, schools, churches, camps, playgrounds--with children, parents, new teachers, old teachers, college students--beginning as early as the junior year in high

school and continuing through a period of internship after graduation have been suggested by representatives of various groups, beginning in the 1930's. Such expressions, for example, have been made from 1937 to 1952 by Kilpatrick for the John Dewey Society,<sup>44</sup> Brooks for the National Education Association--Secondary Teachers,<sup>45</sup> Wengert for the National Education Association--Elementary Teachers,<sup>46</sup> the Standards and Surveys Committee of the American Association of Teachers Colleges,<sup>47</sup> Zirbes for the Association for Supervision and Curriculum Development,<sup>48</sup> Caswell for the American Association of Colleges for Teacher Education,<sup>49</sup> and Lammel for

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<sup>44</sup>William H. Kilpatrick, editor, The Teacher and Society (New York: D. Appleton Century Co., 1937), pp. 310-329.

<sup>45</sup>Mary K. Brooks, "Laboratory Experience and Student Teaching--High School," The Education of Teachers (Washington: National Education Association, 1948), pp. 239-240.

<sup>46</sup>Stanley A. Wengert, "Laboratory Experience and Student Teaching--Elementary School," The Education of Teachers (Washington: National Education Association, 1948), pp. 233-234.

<sup>47</sup>School and Community Laboratory Experiences in Teacher Education, by the subcommittee of the Standards and Surveys Committee (n.p.: American Association of Teachers Colleges, 1948), pp. 64-5.

<sup>48</sup>Laura Zirbes, Teachers for Today's Schools (Washington: Association for Supervision and Curriculum Development, 1951), pp. 47-50.

<sup>49</sup>Hollis L. Caswell, "The Professional Sequence in Teacher Education," Fourth Yearbook of the American Association of Colleges for Teacher Education (Washington: The Association, 1951), p. 88.

the Mid-Century Whitehouse Conference on Children and Youth.<sup>50</sup>

The approach to this ideal by a specific program obviously depends on the factors outlined by Blackwell<sup>51</sup> and the variable influences mentioned by Olsen,<sup>52</sup> presented previously.

Variability of plan and emphasis, persistence of experimentation, and geographic distribution of development in community-oriented teacher education are documented by a series of selected articles from a wide range of educational articles and publications.<sup>53</sup>

In common with many other recent trends we find a beginning with an article in Progressive Education in 1937. It describes a comprehensive reorganization of the teacher training program at Whittier College, California, which included addition of activity units on the college level to traditional courses, excursions, required agency volunteer service, required youth group leadership prior to student

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<sup>50</sup>Lammel, op. cit., p. 345.

<sup>51</sup>Supra, p. 56.

<sup>52</sup>Supra, p. 57.

<sup>53</sup>From School and Community Bibliography (combined issues of Washington State Curriculum Journal for November 1947, January and March, 1948), with extension to date from The Education Index.

teaching, and work experience.<sup>54</sup>

In 1941 Syracuse University followed suit in an effort to integrate theory and practice. Added experiences were study of community agencies and leadership of out-of-school youth groups on a volunteer basis in the junior year because "there was no laboratory school, observation in city schools was disrupting, and because spontaneous groups were most instructive" anyway.<sup>55</sup>

Simultaneously, Santa Barbara State College required community work in sociology and political science courses and, through blocked time, required community residence and agency participation of student teachers.<sup>56</sup> And in the Middle West, the University of Wisconsin developed a well organized program in connection with a class in child development. Students went through a six weeks orientation period, chose an agency activity in line with talents and interests, were guided by a well prepared handbook, and utilized common or individual group situations in class reports.<sup>57</sup>

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<sup>54</sup>Nila Blanton Smith, "Preparing for the Changing Elementary School," Progressive Education, 14:344-9, May, 1937.

<sup>55</sup>A Functional Program of Teacher Education (Washington: American Council on Education, 1941), pp. 76-96.

<sup>56</sup>C. L. Phelps, "Educating Teachers for Participation in the Life of the Community," School and Society, 55:641, June, 1942.

<sup>57</sup>Camilla M. Low, "Learning-by-Doing in Teacher

In 1946 Keene College, New Hampshire, required community residence of student teachers, moved methods and social science courses into the community and applied this criterion to every course: "How will the lives of students and community be improved through taking this course?"<sup>58</sup>

In 1948 the American Association of Colleges for Teacher Education in its first yearbook reported on the fifth year of the Sloan Foundation Project in Applied Economics. Having started with spade work at University of Kentucky, University of Vermont, and University of Florida, the project spread, through cooperation with the American Association of Teachers Colleges, to teachers colleges in Texas, Mississippi, Illinois, Minnesota, North Dakota, New York, and New Hampshire. The range of activities was wide--surveys, development of curriculum materials, curriculum revision, summer workshops, and community action.<sup>59</sup>

In 1952, Miller at City College of New York described a popular voluntary program of agency experience, focused on courses dealing with general principles, with students being allowed to substitute reports for term papers, and adminis-

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Education," Educational Method, 22:86-91, November, 1942.

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<sup>58</sup>L. P. Young, "Preparation of Teachers for Community Service," Teachers College Record, 47:382-6, February, 1946.

<sup>59</sup>First Yearbook of the American Association of Colleges for Teacher Education (Washington: The Association, 1948), p. 143.

trative details being handled by the sociology department.<sup>60</sup>

The geographical circle was complete in 1953<sup>61</sup> with a description of the program of State College of Washington. An eight semester hour block for one year included community observation, participation, and nine weeks' student teaching. Students planned units, took trips, provided community programs, enlisted resource persons, and participated in community projects.<sup>62</sup>

Having indicated the infinite variability and geographical distribution of plans for use of community experiences in teacher education, we conclude this section with a brief description of recent comprehensive programs under differing auspices. The three programs to be described illustrate the comprehensiveness and integration believed necessary before a guidance program can operate to give community experiences their full impact on teacher personality. The descriptions, in order of presentation, are of programs in a small liberal arts college, a large state university, and a state department of education. All were instituted in 1950 or shortly before.

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<sup>60</sup>Henry Miller, "The Role of Group-Work Experience in the Teacher Education Curriculum," The Journal of Teacher Education, 3:178-182, September, 1952.

<sup>61</sup>It should be noted that the date of the article is not necessarily the date of inception of the program.

<sup>62</sup>Drummond, op. cit., p. 113.

Adelphi College adopted the new program in order that from the very beginning students would find themselves having educational experiences illustrative of the principles it was hoped they would apply in their own teaching, and would be participating in activities with children and youth. The following steps were taken to implement these purposes:

1. six weeks orientation in rural setting,
2. a summer in business or industry with a related seminar,
3. a summer in community service with a related seminar,
4. a period of study and travel in a foreign country,
5. professional education in courses and seminars closely related to informal teaching experiences, to classroom student teaching, and to a year of internship.<sup>63</sup>

Andrews cited the plan initiated in Ohio State University as an illustration of the results of many pressures toward curriculum changes in teacher education: (1) demand for professional competence of beginners, (2) variety and complexity of demands on beginners, (3) attempt of college teachers to practice what they teach, and (4) student demands for functional experience. The salient points of the program were:

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<sup>63</sup>"Teacher Education in a Liberal Arts Setting," by the Faculty of the Department of Education, Adelphi College, Garden City, New York, Educational Leadership, 9:352-7, March, 1952.



1. evaluation of previous student experience for individual planning and guidance,
2. functional laboratory experience in all professional courses,
3. school exploratory experiences during freshman or sophomore year,
4. a community-service agency experience as part of other courses, as background requirements, or as center of elective courses,
5. increasingly responsible school experiences,
6. periodic check on understanding of child growth and development,
7. fulltime, responsible student teaching,
8. post-student teaching observation and participation,
9. internship.<sup>64</sup>

Olsen presented the Washington state program as the necessary integration for "Community Foundations in Teacher Education." In common with the previous plans it included internships:

1st year--professional overview and personal guidance on career choice,

2nd year--(1) understanding of culture, and how it educates, (2) understanding of individual, and how he learns,

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<sup>64</sup>Leonard O. Andrews, "Experimental Programs in Teacher Education," Journal of Teacher Education, 1:259-267, December, 1950. See also Edmund J. Cain, "Community Experiences for Prospective Teachers," in Harold R. Bottrell, ed., Applied Principles of Educational Sociology (Harrisburg: The Stackpole Company, 1954), Chap. 14, for a statement of basic principles and a descriptive case showing a four year sequence.

3rd year--understanding of the school and its developing program,

4th year--develop confidence in teaching under adequate guidance,

5th year--gain practical experience in a full time situation,

6th year--advanced training in special field.<sup>65</sup>

### Summary

This section on critical aspects of the total program has pointed out three trends which the writer believes indispensable in the development of a teacher training program to meet fully the needs of a world of accelerating change. The state of development which a training program has reached determines the needs and the results of a guidance program within it. Before concluding, a further word should be said on a subject touched on briefly at several points--that of selection versus training. A guidance program which works with the results of application of highly selective admission criteria has an entirely different job than one which attempts to help prospective teachers to reach more flexible standards. It must suffice here to summarize several points that have appeared from study of the literature:

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<sup>65</sup>Edward G. Olsen, "Community Foundations in Teacher Education," The Journal of Teacher Education, 2:126-132, June, 1950.

1. The ratio of teacher supply and demand, the rate of population increase,<sup>66</sup> the facilities available at a specific institution,<sup>67</sup> operate to determine policy. At the present time demand greatly exceeds supply.<sup>68</sup> If desirable personalities cannot be trained, we must be prepared for many sub-calibre teachers.<sup>69</sup>

2. Much experimentation is going on to determine desirable teacher characteristics and measuring devices which may prove helpful in either selection or training.<sup>70</sup>

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<sup>66</sup>A Functional Program of Teacher Education, by the Curriculum Committee of School of Education, Syracuse University (Washington: American Council on Education, 1941), p. 11.

<sup>67</sup>A. John Holden Jr., "Guidance of Prospective Teachers in a Liberal Arts College," School and Society, 66:393-6, November 22, 1947.

<sup>68</sup>Lyle M. Spencer, "A Businessman Views Teacher Shortages," Phi Delta Kappan, 35:213, February, 1954.

<sup>69</sup>Walter W. Cook, "The Functions of Measurement in the Facilitation of Learning," Educational Measurement, E. F. Lindquist, editor (Washington: American Council on Education, 1951), pp. 43-4.

<sup>70</sup>Donald E. Super, Appraising Vocational Fitness (New York: Harper & Bros., 1949), pp. 355-7.

A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (New York: Appleton-Century-Crofts, Inc., 1947), pp. 373-8.

Walter W. Cook, Carroll H. Leeds, and Robert Callis, "Predicting Teacher-Pupil Relations," The Evaluation of Student Teaching (State Teachers College, Lock Haven Pa.: Association for Student Teaching, 1949), pp. 79-80.

Harold H. Anderson, Joseph E. Brewer, Mary Frances Reed, Studies of Teachers' Classroom Personalities, III, Applied Psychological Monographs of the American Psychological Association, Number 11 (Stanford University, California: Stanford University Press, 1946), p. 3.

3. The trend seems towards a policy of continuous selection, with more flexible standards but with possibility of elimination up to final year.<sup>71</sup>

If training cannot change personality in desired directions we are in an unfortunate position to produce sufficient teachers; but if it can do so, then time, in the form of an integrated professional sequence, must be on our side.

### III. SUMMARY OF CHAPTER

Section I of this chapter has established that the course objectives and those located in recent surveys, reports, and yearbooks are in general agreement, with the course emphasizing those in the middle range of a school to community continuum. The choice for study of the group of objectives called guidance as distinguished from professional was attributed to (1) the training and preference of the investigator, and (2) the growing emphasis on the per-

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<sup>71</sup>Dorothea Blyler, "The Pre-Training Selection of Teachers," Educational Administration and Supervision, 34: 275-284, May, 1948.

Willis E. Dugan and Jack Shaw, "Continuous Selection and Counseling in Teacher Education in a University," The Evaluation of Student Teaching (State Teachers College, Lock Haven, Pa.: Association for Student Teaching, 1949), p. 33.

Stella E. Brown and Rebecca C. Tansil, "Continuous Selection and Counseling in a Teachers College," The Evaluation of Student Teaching (State Teachers College, Lock Haven, Pa.: Association for Student Teaching, 1949), p. 33.

sonality of the teacher.

Section II considered the relationship of several aspects of the total teacher training program to the development of a guidance program. The importance of a self-evaluation policy, of a comprehensive program of experiences, and an integrated professional sequence were established.

Chapter III outlines the methods used in the investigation.

## CHAPTER III

### COORDINATING THE HYPOTHESES, DESIGNS, AND STATISTICAL TECHNIQUES

In the process of setting up procedures, reporting results, and recommending utilization of the latter, four basic considerations were recognized:

1. the hypotheses,
2. the experimental designs,
3. the statistical techniques, and
4. the test instruments to be utilized.

The procedures are dealt with in this chapter in three sections corresponding to the first three topics above. The findings are reported in Chapter IV, arranged according to hypothesis and test instrument used. Since our main objective is to identify useful guidance instruments and techniques, the instruments are identified in this chapter in connection with the hypothesis in question, but are discussed in detail in connection with the findings in Chapter IV.

#### I. HYPOTHESES ADOPTED

In Chapter II the literature was examined to determine the commonly expressed objectives involved in use of community experiences for prospective teachers. These were compared with those expressed in the orienting materials for

the course under study. Certain of these objectives were singled out for investigation. They are restated below in Figure 3 in terms of general hypotheses with the qualification to be noted that statistical procedure prefers a restatement in each case as a null hypothesis, that is, any change noted will have been of such an amount that it could have occurred by chance and cannot therefore be logically imputed to any specific cause, including community experiences. If the null hypothesis is statistically rejected in any specific instance, it remains for experimental verification and logical inference to impute causation to the experiences provided by agency contacts, campus class sessions, or personal conferences.<sup>1</sup>

## II. SELECTION OF EXPERIMENTAL DESIGNS

The original agenda for this study included three designs: (1) the comparison of selected community experiences students<sup>2</sup> over two periods of time (fall and spring semesters), (2) the comparison of selected community experiences students with non-community experiences students in

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1953), p. 248.

<sup>2</sup>Community experiences students refers to education majors enrolled in the Community Experiences for Prospective Teachers course in the spring semester of 1952.

AREA	HYPOTHESIS	INSTRUMENT
ATTITUDES	1. Students will show more favorable attitude toward groups contacted by teachers	Wandt Inventory of Teacher Opinion*
	2. Students will become more tolerant of the behavior of others	Observation Journals*
INTERESTS	3. Students will show an increased interest in the social service area	Kuder Preference Record-Vocational, Form CM
ADJUSTMENT	4. Students will become better adjusted both self and socially	California Test of Personality, Form A, Adult  Guilford-Martin Personnel Inventory  ES-3, Sociometric Measure*
	5. Students will become better adjusted vocationally:	ES-1, Vocational Data Sheet*
	a. More sure of choice of career, b. More certain of choice of teaching level, c. More cognizant of personal needs in professional preparation	CLP-8,9, Self and Supervisor Evaluation*

\*Samples of these unpublished instruments in Appendix B.

FIGURE 3

HYPOTHESES ADOPTED FOR INVESTIGATION



matched pairs during the spring semester, and (3) measures and techniques applied to community experiences students only, during the spring semester. As the study progressed it became apparent that within the community experiences group there were two populations, viz., secondary, male, physical education students, and elementary, female students<sup>3</sup> and that these two groups often varied considerably in initial measurements and in movements over the periods in question. Therefore, all the data were examined in the light of this phenomenon to discover whether differential results were to be expected or differential treatment indicated for the elementary and secondary groups in the community experiences program.

The accompanying chart, Figure 4, depicting experimental designs utilized, includes the first two comparisons outlined above in design #1 and #2. The same data plus that from ES-1, Vocational Data Sheet, which did not prove amenable to the treatment of design #2 for matched pairs, has been treated in design #3. Design #4 includes unilateral measurements of community experiences students for which separation into elementary and secondary groups could be

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<sup>3</sup>See the population analysis in Appendix C. There are several variations, such as female physical education majors, male elementary majors, and male and female, secondary, academic or vocational majors, but the two divisions mentioned here are predominant.

DESIGN	HYPOTHESIS	INSTRUMENTS
1. Comparison of changes occurring in community experiences students during spring semester with those of fall semester	#3*	Kuder Preference Record-V <sub>o</sub> catinal, Form CM
	#4	California Test of Personality, Form A, Adult
2. Comparison of changes during spring semester in control group of freshmen education majors not taking community experiences with community experiences students matched in pairs	#4	Guilford-Martin Personnel Inventory
	#1	Wandt Inventory of Teacher Opinion
3. Comparison of changes during spring semester in control group of freshmen education majors not taking community experiences with community experiences students divided into elementary and secondary groups	#1	Wandt Inventory of Teacher Opinion
	#4	Guilford-Martin Personnel Inventory
	#5	ES-1, Vocational Data Sheet
4. Comparison of changes during spring semester in community experiences secondary students with community experiences elementary students	#2	Observation Journals
	#4	California Test of Personality, Form A, Adult
	#5	CIP-8,9, Self and Supervisor Evaluation
5. Comparison of class attitude toward an inventory of class activities at intervals of the spring semester	--	ES-4, Periodic Evaluation of Class Activities

\*Numbers in this column refer to hypothesis numbers in Figure 3

FIGURE 4  
EXPERIMENTAL DESIGNS UTILIZED

accomplished. Student evaluation of course activities was anonymous and provides the data for design #5.

### III. USE OF STATISTICAL TECHNIQUES

The data examined in the following chapter consist of differences observed. The nature and importance of these differences vary according to the designs outlined above and are examined shortly. Meanwhile, two common considerations will be discussed: (1) the statistical significance of these differences and (2) the inferences that may be logically be drawn therefrom.

#### Statistical Significance

The concept of significance depends on the assumption that successive measurements of samples will normally vary by chance alone. For a difference to be meaningful, it must be demonstrated that it is greater in amount than could happen mathematically by chance when characteristics of the distribution of the measurements such as central tendency and variability are taken into consideration. Formulas used for determining significance based on the characteristics of the normal curve of distribution have been taken from Garrett.<sup>4</sup> Each difference was tested against the null

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<sup>4</sup>Garrett, op. cit., pages cited as relevant.

hypothesis at the .05 level of confidence which says, in effect, that the true difference is zero and that the difference noted could have happened by chance more than five times in one hundred. If computation indicates that the difference could not have happened more than .05, the null hypothesis is rejected and the difference is considered significant.

This level of confidence was adopted as suitable for purposes of this investigation when the basic aims are kept in view. A more rigorous level might be called for if action were contemplated that would adversely affect the health or safety of students should our conclusions be false. But we are dealing in a field where decisions have been made for years on empirical data and often on armchair reasoning. Moreover, the matter of inclusion of such training has passed from controversial status to that of legal requirement. We are attempting to identify instruments capable of measuring the effects of a type of experience that has spread phenomenally in the last decade with the overwhelming weight of reason and subjective evidence in its favor. In such a situation we can afford to be wrong five times in one hundred.

Since the size of the groups involved in this study varied from eight to forty-three, computations were based on small sample formulas and are given at appropriate places.

### Drawing Logical Inferences

Having demonstrated that certain differences are statistically significant, what inferences or conclusions are we entitled to draw? The case now rests with careful reasoning and repeated experiments with logical safeguards. As Garrett states, "the rejection of a null hypothesis does not immediately force acceptance of a contrary view."<sup>5</sup> Social research, dealing as it does with complicated human beings, rarely, if ever, escapes critical review of statistical and logical errors years after its origin. The Eight Year Study of high school-college coordination of the 1930's is a case in point.<sup>6</sup> As stated at the outset, this study does not propose to demonstrate point to point causation. Rather it seeks to identify standardized instruments now in use or ready at hand, and to develop simple instruments tailored to the course under study, which are capable of measuring significant results and which thus can be utilized in an ongoing program. In this process, certain conclusions which go beyond this purpose are offered when logic supports them,

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<sup>5</sup>Garrett, op. cit., p. 248.

<sup>6</sup>Helmer G. Johnson, "Weaknesses in the Eight Year Study," School and Society, 63:417-19, June, 1946.

Gale Jensen, "Basic Questions for an Evaluation of the Eight Year Study," School and Society, 64:348-50, November, 1946.

to be the subject of further verification in connection with the course or through separate studies.

We are dealing generally with four types of groupings:

1. the same group at two or more times or over two periods of time;
2. two equated or unequated groups at a stated time;
3. two equated or unequated groups over a period of time;
4. two unequated groups over two periods of time.

In addition there are three possible types of differences that may apply:

1. a static difference between two groups at the beginning and/or end of a period;
2. the difference between the beginning and end of a period for one group, or, in other words, the amount of change registered by the group;
3. the difference between the movements registered by two groups.

Many combinations have been made of these two categories of variations in the designs described above in this chapter. Conclusions based on them vary considerably in the weight due them. For example, if we wish to demonstrate that a certain measured change in a group can logically be imputed to some experience, then cases could be made out if one of two groups, such as in design #2 of Figure 4, is exposed to the experience and one of the following results demonstrated (arranged in roughly ascending order of logical implication):

1. the exposed group, only, registered a significant movement;
2. neither group moved significantly, but there was a final significant difference;
3. #2 plus a significant difference in amount of movement;
4. #1 plus a significant difference in amount of movement;
5. both moved significantly and there was a final significant difference;
6. #5 plus a significant difference in amount of movement;
7. #4 plus a final significant difference.

The amount of credence allotted to any of these possibilities depends entirely on the amount of supporting evidence from other sources and the gravity of action to be taken as a result of our conclusions. Acceptance of number seven statement would be inescapable if the preliminary steps were considered to be legitimate.

Now suppose the groups to be unequated as the elementary, secondary, and control groups in design #3. We can allow for initial variation and in effect equate them and compare the end results (this was done through analysis of co-variance in design #3). Or we can compare status at beginning and end or compare movements and thus find that a significant difference appears or disappears, that one group moves significantly and another does not, or that there is a significant difference in amount of movement and arrive at

comparative conclusions although the question of causation is not so clearly settled as is the case in the paragraph above.

The possible combinations are many and with this brief indication of their number they are dealt with specifically in Chapter IV.

### Statistical Problems of Various Designs

Comparison of changes occurring in community experiences students during spring semester with those of fall semester. The Kuder Preference Record, Vocational is given to all incoming freshmen and the California Test of Personality, Adult is given to students enrolled in Introduction to American Education (EDP 131). It was reasoned that repetition of these tests in February and May would provide a comparison of changes in interests and adjustment during the fall semester, during which all curricular experiences were located on the campus, with the spring semester, during which students were enrolled in Community Experiences for Prospective Teachers. To disprove the null hypothesis it would be necessary to find a statistically greater change during the spring semester than during the fall. The logical inference that community experiences are the cause of such a possible difference would rest on the fact that the community experiences of the spring semester constituted the



greatest change from the standard campus-centered curriculum of the fall semester, the freshman program consisting of general education courses with the introductory education course in the fall and community experiences in the spring. There are obviously uncontrolled factors, but it would be strange to expect any common factors capable of producing the significance hypothesized.

Since the hypothesis is concerned with a difference in favor of the spring semester, not with just any difference regardless of direction, the standard  $P/2 = .05$  is justified. That is we are concerned with probabilities above the fall mean only, or what Garrett terms "one-tailed test of significance."<sup>7</sup>

Comparison of changes occurring during spring semester in control group of freshman education majors not taking community experiences with community experiences students matched in pairs. Perhaps the strongest possible case in logic rests on this type of experiment, if we can demonstrate successfully that the groups are really equal and that we have controlled all the variables except the experimental one. In order to accomplish this purpose three instruments (Guilford-Martin Personnel Inventory, Wandt Inventory of Teacher Opinion and ES-1 Vocational Data Sheet)

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<sup>7</sup>Garrett, op. cit., pp. 217-219.

were administered to a control group of students who satisfied the following criteria:

1. freshmen education majors;
2. enrolled in EDP 131 (Introduction to American Education) in the fall of 1951;
3. enrolled in general education courses (social science, English, physical science) 1951-1952;
4. not enrolled in SED-EED 132 (Community Experiences for Prospective Teachers) in the spring of 1952.

The purpose of these criteria was to control the variables resident in the curriculum so that the only difference between these students and the community experiences students to be matched would be enrollment in the community experiences course. The number in this group dwindled from seventeen to ten through course changes and failure to complete the three instruments in both February and May.

Community Experiences students were then paired with the control group on the basis of the following scores:

1. the February scores on the tests in question (Guilford-Martin, Wandt, ES-1);
2. age;
3. total score in October on California Test of Personality;
4. social service score in October on the Kuder Preference Record, Vocational.

The numbers involved here are small but it was felt that any forthcoming data could be important in connection with that from other designs in the study. Since our

hypothesis envisages a difference in one direction only the one-tailed test of significance was used.

Comparison of changes during spring semester in control group of freshman education majors not taking community experiences course with community experiences students divided into elementary and secondary groups. In the course of analyzing data it became apparent that the experimental group was really composed of two populations, viz., elementary and secondary students and that they differed as groups on most criteria. It also became apparent that the control group used in the study previously was composed of secondary students, nine female and one male. This was due to a process of selection referred to in part earlier, namely, that most elementary students were enrolled in the community experiences course and secondary male students were largely physical education who would not cooperate in the taking of tests outside of class any more than they did in class.<sup>8</sup> On the other hand, the experimental secondary group was predominantly masculine with sixteen male physical education students, one female physical education student, one female academic, one female music, one male academic student. The

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<sup>8</sup>See infra, p. 100 for the number of physical education students turning in observation journals and p. 106 for the number with valid V-scores on Kuder Preference Record.

elementary group included twenty-three female and three male students. As a result, what started as an attempt to control all variables in two groups except enrollment in community experiences becomes, in this section, a comparison between three groups with three additional variables--sex, grade-level objective, and subject matter objective on the secondary level. If we accept the majority as a controlling element in each case the groups are described as follows: (a) control group of ten is secondary (10), female (9), mixed objective (5 physical education, 3 academic, 2 other); (b) the experimental secondary group of twenty is male (17), physical education (17); and (c) the experimental elementary group of twenty-six is female (23).

To unscramble the influence of these variables would require a much larger total population than we are dealing with here (especially for male elementary, female physical education, and secondary non-physical education students of both sexes). That such variables as these are pertinent to the question was indicated by a recent study of the relationship of teacher attitudes and classroom atmosphere. The findings indicated that ability to "establish intimate and harmonious working relationships with pupils" varied from high to low thus: primary, intermediate, senior high, junior high, and that on the high school level, academic teachers rated higher than art, music, home economics, industrial

arts, and physical education.<sup>9</sup>

With these limitations in mind, the three groups are referred to as control, elementary, and secondary groups in computations designed to investigate the character of the population of the experimental group and to discover differential effects, if any, on elementary as compared with secondary students. The instruments involved are the original ones planned for the control group: (1) the Guilford-Martin Personnel Inventory (2) Wandt Inventory of Teacher Opinion, and (3) the mimeographed questionnaire ES-1, Vocational Choice Data. The latter was dropped from the matched group analysis because the data from the questionnaire did not lend itself to matching by pairs of individual students.

All comparisons in this section are made on the basis of  $P = .05$  since we have no hypothesis concerning the direction of differences between groups. In comparison of these three groups it should be noted that the frequencies vary from eight to seventeen. It has been pointed out that formulas for small samples have been used in order that standard errors would not be underestimated, but this does not give us a true picture of comparison between two small groups of

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<sup>9</sup>Walter W. Cook, Carroll H. Leeds, Robert Callis, "Predicting Teacher-Pupil Relations," The Evaluation of Student Teaching (State Teachers College, Lock Haven, Pa.: Association for Student Teaching, 1949), pp. 66-80.

unequal size. For example, a mean difference that is significant for a group of fifteen quite often is not significant for a group of eight. If we assume that the group of eight is a representative sample then we can assume that the obtained mean difference and standard deviation would remain true for a group of fifteen, in which case the mean difference would be significant. If the assumption of representative sample cannot be made then no conclusions are tenable anyway. For these reasons, all comparisons between different sized groups have been computed both with the actual  $N$  and with an assumed  $N$  equal to the largest group in the comparison, keeping the same mean difference and standard deviation. The basis of calculation is shown in each table. Conclusions have been drawn on the basis of the assumed  $N$  calculations and are generally more conservative than those based on the actual  $N$ .

Comparison of changes during the spring semester in community experiences secondary students with community experiences elementary students. Once it was established that the elementary and secondary groups differed significantly on the instruments used with the control group, the logical step was to extend this grouping to other measures and personal documents. Analysis was conducted on this basis for the unilateral instruments such as observation

journals, sociometric quiz, and final evaluations of student group leadership work by students and supervisors. The data on the California Test of Personality was reworked on this basis, but the Kuder Preference Record was not because scores were complete for only four secondary students (in spite of frequent requests to appear for testing).

Comparison of class attitude toward an inventory of activities at intervals of the spring semester. Since these evaluations were anonymous and obviously could not be given to a control group, the only possible treatment was to note rankings of the activities and any changes for different administrations in March, April, and May. The best, if not the only, way to arrive at conclusions concerning the effects of different course activities would be to set up control groups within the personnel of the course itself and delete certain activities from their curriculum. It was felt that this procedure could not be justified for the key activities of the course.

This section, then, attempts a systematic evaluation by the students of the course activities throughout the semester. This was considered not only good pedagogical procedure but capable of yielding subjective ratings for analysis in correlation with the objective data of the preceding designs.

#### IV. SUMMARY OF CHAPTER

This chapter has brought together the problems encountered and solutions evolved in collecting and treating the data from standardized tests and from unpublished instruments administered to experimental and control groups. Charts were developed to clarify the relationship between hypotheses, designs, and instruments. Five hypotheses were stated which concerned the interests, attitudes and adjustment of community experiences students. Five experimental designs were described to test these hypotheses through the use of: three standardized tests--Kuder Preference Record, (Vocational), Guilford-Martin Personnel Inventory, California Test of Personality (Adult); one unpublished test, used through the courtesy of its author, the Wandt Inventory of Teacher Opinion; two sets of documents used in the course--observation journals and self-supervisor evaluations; and three instruments developed by the writer for the study--Vocational Data Sheet (ES-1), Sociometric Measure (ES-3, termed Who's Who Quiz), Periodic Evaluation of Class Activities (ES-4).

Statistical and logical problems common to all techniques or to certain sub-groups were discussed.

In Chapter IV specific findings are presented, arranged in accordance with Figure 3, that is, according to the objective and hypothesis dealt with.



## CHAPTER IV

### THE ATTITUDES, INTERESTS, AND ADJUSTMENT OF STUDENTS OF COMMUNITY EXPERIENCES COURSE, AS REVEALED BY CERTAIN INSTRUMENTS AND TECHNIQUES OF ANALYSIS

This chapter presents the findings in three sections, following the classification of hypotheses as related to attitudes, interests, and adjustment. Within each section the findings are arranged according to the test instrument used, disregarding the experimental design, that is, all the findings for a particular test are discussed at one point. Data regarding the test instrument and its selection heads each test discussion, and that concerning statistical techniques at appropriate points within the section.

#### I. ATTITUDES

Attitudes are no doubt important in the analysis of adjustment, especially attitudes towards others and social adjustment, but the distinction made here is probably best described as one of specificity. The instruments included in this group of hypotheses measures attitudes toward specific groups which a teacher contacts, and those included in the adjustment section measure the derived effects of these and other attitudes on self and social adjustment.

Two instruments are analyzed in this section: (1)

Wandt Inventory of Teacher Opinion and (2) the observation journals kept by community experiences students on their weekly group contacts.

### Wandt Inventory of Teacher Opinion<sup>1</sup>

This inventory was developed by Edwin Wandt in connection with the Teacher Characteristics Study subsidized by the Grant Foundation and sponsored by the American Council on Education with Dr. David G. Ryans as director. It has not been published and was duplicated for use in the present study with permission of the author.<sup>2</sup> The form used was a short form consisting of seven scales containing twelve positively stated items each, which were adapted from an original longer form containing eight scales with twelve negative and twelve positive items each. The areas tested by the scales are attitudes towards (1) administrators, (2) pupils, (3) teachers, (4) democratic classroom procedures, (5) supervisors, (6) parents, (7) non-teaching employees. Answers were given on an IBM sheet with top favorable score for each scale being sixty ( $5 \times 12 = 60$ ) and lowest score twelve ( $1 \times 12 = 12$ ).

Work is still proceeding on the study but the following descriptive data come from an unpublished progress

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<sup>1</sup>See sample in Appendix B.

<sup>2</sup>See letter of permission in Appendix B.

report by Wandt. The original inventory of both positive and negative scales showed a median sub-scale reliability of .81 ( $N = 57$  female teachers, grades one to three). It was mailed to 801 California female classroom teachers assured of anonymity. Of the 472 returns, 240 were selected for analysis on basis of strata sampling by grade level and experience. The findings in part were: elementary teachers had more favorable attitudes than secondary--most pronounced on attitudes towards pupils, parents, and democratic classroom procedures; there were no clear-cut trends of differences between groups on basis of years of experience.

Work is proceeding on the short form (seven scale) with these preliminary results: significant differences on some scales for high-low test score groups on ratings of observed classroom behavior.

The inventory was used in design #2 (matched pairs) and design #3 (control, elementary, secondary).

Matched Pair Analysis. Summary of the matching data for the ten pairs appears in Table I.<sup>3</sup> Each pair was matched first for total score on the February administration of the Wandt Inventory and then as closely as possible on the October administration of the Kuder Preference Record

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<sup>3</sup>Supra, p. 83 for description of control group and criteria used.

TABLE I  
COMPARABILITY OF EXPERIMENTAL AND CONTROL GROUPS OF PROSPECTIVE  
TEACHERS FOR AGE AND PERSONALITY FACTORS\*

Matching Criteria	Control	Experimental
Wandt Inventory of Teacher Opinion (total score)#		
Mean	301.3	303.8
Median	295.0	305.0
Range	284-320	284-319
Kuder Preference Record, Vocational (Form CM, social service score)		
Mean	55.0	55.2
Median	52.0	54.0
Range	36--74	34--72
California Test of Personality (Form A, Adult, total score)		
Mean	124.6	131.4
Median	125.0	133.5
Range	93--152	106-152
Age (in years)		
Mean	18.0	18.3
Median	18.0	18.0
Range	16--19	18--20

\*N = 10 pairs

#All scores in this and following tables are raw scores.

(social service score), October administration of the California Test of Personality (total score), and for age. The close agreement of means, medians, and ranges indicates that the matching was successful.

Computation was based on both the total score and on the seven sub-test scores as indicated in Table II on the mean differences. Table II also presents the computed significant t-ratios. Two types of calculations were made, the first, for each group separately, to determine significant movement during the spring semester, is to be found in section A of Table II. The second, to determine significant differences between groups as of the May administration of the test, is to be found in section B.

The null hypothesis is stated thus: Such difference as may appear during the spring semester in the mean changes of attitudes (as measured by the Wandt Inventory of Teacher Opinion) in favor of students in community experiences as compared with an equivalent group of students not in community experiences is of such an amount that it could arise by chance and the true difference is zero.

#### Findings and conclusions.

1. The null hypothesis is retained as to the total score.

Both groups made gains in total score, but only the control was significant. There was no significant difference in the amount of change and no significant difference in May.

TABLE II

MEAN DIFFERENCES AND SIGNIFICANT T-RATIOS FOR EXPERIMENTAL AND CONTROL GROUPS OF PROSPECTIVE TEACHERS ON PRE- AND END-TEST SCORES ON WANDT INVENTORY OF TEACHER OPINION

	1 <sup>a</sup>	2	3	4	5	6	7	Total
A. Within Groups Movement February to May								
Experimental								
Differences	2.6	2.6	2.8	1.2	1.8	.5	.1	11.6
T-Ratios		2.89 <sup>b</sup>	2.80					
Control								
Differences	1.7	4.8	.6	2.3	-.3	3.7	1.6	14.3
T-Ratios		2.98				5.52		2.67
B. Between Groups Comparison, Experimental - Control Score								
February								
Differences	-.7	3.3	.1	1.5	-1.2	.2	-.7	2.5
T-Ratios								
May								
Differences	.2	1.1	2.3	.4	.9	-3.0	-2.2	.2
T-Ratios						2.40		

<sup>a</sup>Numbers refer to sub-tests of opinion as follows:

Attitude towards--

1. Administrators
2. Pupils
3. Teachers
4. Democratic Classroom Procedures
5. Supervisors
6. Parents
7. Non-teaching employees

<sup>b</sup>if is 9 and .05 level requires 2.26.

2. Although there were significant differences in subtest scores there was no apparent pattern or trend.

There were no significant differences in February, both groups moved significantly as to pupils, control as to parents, and experimental as to teachers. Control was significantly higher than experimental on parents in May.

Comparison of elementary, secondary, and control groups. It has been pointed out previously<sup>4</sup> that it became apparent during the study that community experiences elementary and secondary students differed greatly in many characteristics, that elementary students were predominantly feminine, secondary were predominantly male physical education students, and finally that the control group was feminine and secondary. Thus, the elementary and control groups have feminine sex in common but differ in educational level; secondary and control groups have educational level in common but differ in both sex and objective; elementary and secondary groups differ in both sex and level. This section examines the data on the inventory for significant differences between these groups to increase understanding of the student population. Two questions are pertinent: (1) Are there any static differences related to sex or level of teaching chosen? (2) Do there appear any differential changes in attitudes during the spring semester? Only if

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<sup>4</sup>Supra, p. 84.

there are extreme differences between both elementary and secondary community experiences students combined and the control group will there be basis for imputing relationship of any changes and community experiences.

Analysis of covariance was first applied to the data since the groups were not equated.<sup>5</sup> F-ratios of 5.05 for February and 1.75 for May indicated that the initial variability between groups decreased considerably. The May F-ratio adjusted for February variability was .22. Computations were continued to determine t-ratios for total scores, sub-test scores, and for separate pairs of groups. The differences and their significances are tabulated in Table III and analyzed below. Section A of the table presents the data on changes in each group during the spring semester and section B the comparisons for each of the three possible pairings in both February and May. The t-ratios for the .05 level for the different sized groupings are found in Table IV since space was lacking for inclusion of these data in Table III.

#### Findings and conclusions.

1. The null hypothesis is retained as to changes in attitude attributable to community experiences.

All three groups have the following in common: all changes in total scores significant, all changes in

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<sup>5</sup>Garrett, op. cit., p. 289.



TABLE III

MEAN DIFFERENCES AND SIGNIFICANT T-RATIOS FOR ELEMENTARY, SECONDARY,  
AND CONTROL GROUPS OF PROSPECTIVE TEACHERS ON  
WANDT INVENTORY OF TEACHER OPINION

	1 <sup>a</sup>	2	3	4	5	6	7	Total
A. Within Groups Movement February to May								
Elementary								
Difference	1.2	3.4	2.8	2.1	1.0	.8	.2	11.8
T-Ratios		2.14	3.14					2.15
Secondary								
Difference	4.5	2.8	3.1	1.8	3.1	2.7	2.0	20.2
T-Ratios	2.78	(2.22)	(3.14)		(2.37)	2.59	(2.10)	4.26
Control								
Difference	1.7	4.8	.6	2.3	-.3	3.7	1.6	14.3
T-Ratios		2.98				5.52		2.67
B. Between Groups Comparison								
February								
Elem.-Sec. <sup>b</sup>	4.4	5.5	3.7	8.6	3.0	1.7	3.5	30.2
T-Ratios	2.35	2.66	(2.48) <sup>c</sup>	3.79			(2.08)	2.90
Elem.-Con.	.9	4.9	1.6	3.9	-1.0	.7	1.2	12.0
T-Ratios		3.33		2.20				
Con.-Sec.	3.5	.6	2.1	3.5	4.0	1.0	2.3	16.8
T-Ratios	(2.55)			(2.09)	(3.11)		(2.31)	2.37
May								
Elem.-Sec.	1.1	6.1	3.4	8.7	3.6	-.2	1.7	21.8
T-Ratios		4.09	(2.75)	3.34	2.29			3.44
Elem.-Con.	.4	3.5	3.8	3.7	.3	2.2	.2	9.5
T-Ratios		2.87	2.28					
Con.-Sec.	.7	2.6	-.4	5.0	.6	2.0	1.9	12.3
T-Ratios		(2.48)		2.30		(2.22)		(2.37)

<sup>a</sup>Numbers refer to sub-tests of opinion as follows: toward--

- |                                    |                           |
|------------------------------------|---------------------------|
| 1. Administrators                  | 5. Supervisors            |
| 2. Pupils                          | 6. Parents                |
| 3. Teachers                        | 7. Non-teaching employees |
| 4. Democratic classroom procedures |                           |

<sup>b</sup>In each case the latter group is the subtrahend.

<sup>c</sup>T-ratios in parentheses were calculated with N adjusted to equal elementary N (17). See pp. 86-7.

TABLE IV  
CRITICAL RATIOS AT .05 LEVEL FOR  
T-RATIOS OF TABLE III

Grouping	N	df	P = .05
Elementary-Secondary	23	21	2.08
Elementary-Control	25	23	2.07
Control-Secondary	18	16	2.12
Elementary	15	14	2.14
Secondary	8	7	2.36
Control	10	9	2.26
Adjusted N			
All groups	17	16	2.11
All comparisons	34	32	2.04

pupil sub-test scores significant, none of the changes in democratic procedures sub-test scores significant. The only significant change occurring in community experiences students and not in control was for teacher subtest.

2. Female students appear to have more favorable attitudes towards groups tested than male students.

The female groups (elementary and control) were higher than secondary (male) both in February and May on all scores except May parents (.2) and teachers (.4). Twenty out of possible thirty-two mean scores were significantly higher. There was no significant difference in total score either in February or May between elementary and control, and in only four out of fourteen sub-test scores.

3. Elementary students appear to be more democratic and permissive than secondary.

Elementary was significantly higher than both secondary and control both February and May in all comparisons for pupils and democratic classroom practices excepting in the latter sub-test compared with control. This data supports that of the progress report discussed on page 92.

### Observation Journals

The twenty-eight students included in this section are those who completed sufficient journals to make analysis possible. Of these, twenty-three are elementary majors (out of a possible twenty-six) and five are secondary (out of a possible twenty).<sup>6</sup> Thus no attempt was made to compare the two groups, but the data were treated as a unit.

Students were expected to furnish a journal summary

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<sup>6</sup>This is a pattern evident among the secondary physical education group generally as to tests, assignments, attendance. Two of the five reporting are the academic secondary students.

of each group contact to form the basis for laboratory group discussion and personal conferences. A mimeographed form was provided<sup>7</sup> from which students were free depart if they desired. Most students followed it for approximately half of the semester. It suggested a division of entries into (1) a chronology of group activities, (2) situations and processes, (3) personal actions, plans, learnings, and questions.

The first two and the last two journals were selected for analysis. Entries were coded as being (1) judgmental, (2) observational, or (3) causal in nature, with a view to determining the attitude of the students towards the behavior of others and the direction of change, if any. The classification follows that of Maas in a study of the interrelation of leaders' personality and group structure in determining the leaders' attitude toward behavior.<sup>8</sup> Sample items and their classification as above, follow:

Judgmental--"Something should be done to make those boys pay attention and quit being so bad."

Observational--"Served different refreshments since some complained of lack of variety."

Causal--"All 'trouble-makers' were not present,

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<sup>7</sup>See Appendix B.

<sup>8</sup>Henry J. Maas, "Personal and Group Factors in Leaders' Social Perception," Journal of Abnormal and Social Psychology, 45:56, January, 1950. See Appendix D.

probably due to suspension of R. A.."<sup>9</sup>

An underlying assumption of this classification is that causal are preferred to judgmental entries in that they lead to a dynamic view of behavior and a more acceptive attitude on the part of the leader. Maas notes that tentative and multiple causal entries are to be preferred to dogmatic and single, but that even the latter are preferable to judgments in that they can lead to further inquiry with proper guidance, and he makes no distinction in his study.<sup>10</sup> None is made here.

Table V gives a summary of the frequency and per cent distribution of the entries in two February and two May journals for the twenty-eight students. Chi-square was computed for the change in number of judgmental, observational, and causal entries from February to May by adjusting the February frequencies to total 488 as in May but in the percentages as in February. The adjusted February frequencies are given in parentheses in Table V. Table VI shows the direction of change for individual students, based on individual percentages of judgmental, causal, or observational entries.

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<sup>9</sup>Questions as to cause appeared in early journals and were also classified as causal observations.

<sup>10</sup>Maas, loc. cit.

TABLE V

DISTRIBUTION OF ENTRIES IN OBSERVATION JOURNALS BY FRESHMAN EDUCATION  
STUDENTS SERVING AS YOUTH GROUP LEADERS,  
CLASSIFIED AS TO MENTAL SET

Date	Judgmental		Observational		Causal		Total Number
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
February (adjusted) (14)*	17 (14)*	2.9	465 (389)	79.9	101 (85)	17.2	583 (488)
May	9	1.8	430	88.2	49	10.0	488

\*Numbers in parentheses are February frequencies computed as percentages of 488, the May total. Using these figures as comparison with May, chi-square is 19.74, above the .01 level of 6.635.

TABLE VI

COMPARATIVE STATUS IN FEBRUARY AND MAY OF TWENTY-EIGHT FRESHMAN  
EDUCATION STUDENTS, BASED ON RATIO OF JUDGMENTAL TO  
CAUSAL ENTRIES IN OBSERVATION JOURNALS

	Judgmental	Causal	Equilibrium	Observational
February*	1	22	2	3
May	5	12	0	11

Diagram illustrating the relationship between February and May data for the 28 students:

- From February's Causal (22) to May's Causal (12): 12 students remained Causal.
- From February's Causal (22) to May's Judgmental (5): 4 students became Judgmental.
- From February's Causal (22) to May's Observational (11): 6 students became Observational.
- From February's Judgmental (1) to May's Judgmental (5): 4 students remained Judgmental.
- From February's Judgmental (1) to May's Observational (11): 1 student became Observational.
- From February's Equilibrium (2) to May's Equilibrium (0): 2 students became Observational.
- From February's Observational (3) to May's Observational (11): 3 students remained Observational.

\*This table is read: in February one student had a larger percentage of J than C entries, twenty-two had larger C than J, two had equal J and C percentages, three had none of either. Of the twenty-two C students, four became J, twelve remained C, six became O. It should be noted that all students had a majority of O entries, the column O here includes only students who had O entries only.

The null hypothesis states that such increase in causal entries over judgmental entries as may be found from February to May is of such amount that it could have occurred by chance alone and the true difference is zero.

### Findings and conclusions

1. The null hypothesis is retained. There is no evidence of a shift of entries from judgmental to causal. There was a decrease in number and percentage of both causal and judgmental entries.

2. Students became more objective in their reporting. The shift in emphasis was from judgmental and causal entries to observational, significant above the .01 level with a chi-square of 19.74 (6.64 required). The number of students who made judgmental entries declined from eleven in February to six in May and for causal declined from twenty-five to thirteen.

Some differences between the Maas study and the present one present a possible explanation for absence of a significant shift to causal emphasis. His group consisted of juniors enrolled for a year in a concurrent course in human development as against the present group of freshmen enrolled for a semester in a course emphasizing the discussion of problems arising in the community group situation. The level of sophistication, the length of the experience, and the emphasis of the course could account for a difference. A conference with the instructor indicated that emphasis in the course was on objective reporting rather than psychological analysis. At this stage of psychological sophistication, this is probably the proper emphasis.

## II. INTERESTS

Interests appear to be pretty stable by the late teens so that we should not be too surprised if we do not find significant changes. However if we accept the viewpoint of Prescott, Tyler, and Kelley referred to earlier,<sup>11</sup> it would be gratifying to discover that participation in, and intimate, instead of vicarious, knowledge of community agencies did increase social service interest. The Kuder Preference Record (Vocational) was the sole instrument used in this section of the study.

The validity of the Kuder Preference Record is criticized by reviewers on the basis of small N for occupational groups as compared with the Strong inventory, and the subtest reliability of .81 to .98, it is pointed out, is not reliability of profile interpretation.<sup>12</sup> However the test is widely used and is included in the freshman battery given so that scores were available for use in design #1, comparison of changes during the fall and spring semesters.

The Kuder Preference Record (Vocational), form CM, was administered in September, 1951, to entering freshmen.

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<sup>11</sup>Supra, p. 40 ff.

<sup>12</sup>Ralph F. Berdie, "Kuder Preference Record," The Third Mental Measurements Yearbook, Oscar K. Buros, editor (New Brunswick, N. J.: Rutgers University University Press, 1949), p. 640.



However, examination of the records disclosed scores for only twenty of the forty-eight completing the course--either because they failed to show up, or their V-score indicated misunderstanding or carelessness in taking the Record. Of these, seventeen satisfied the criteria set up for this design: (1) completion of the fall semester course, Introduction to American Education, (2) freshmen education majors, (3) completion of the Record in September, February, and May, (4) spring enrollment in Community Experiences for Prospective Teachers. Finally, thirteen of these were female and four were male<sup>13</sup> so that they were treated as separate groups since norms are given by sex.

Table VII gives the mean scores, percentile equivalents, and ranges for the three administrations of the test. Figure 5 graphically pictures the high and low interest areas for the female group.<sup>14</sup>

The null hypothesis states: such increase as may appear in the mean social service score during the spring semester as compared with the fall semester is of such an amount that it could appear by chance alone and the true difference is zero.

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<sup>13</sup>Once more, getting data from the male group was like pulling teeth.

<sup>14</sup>Only one of the group was secondary, so it may be properly described as female and elementary.

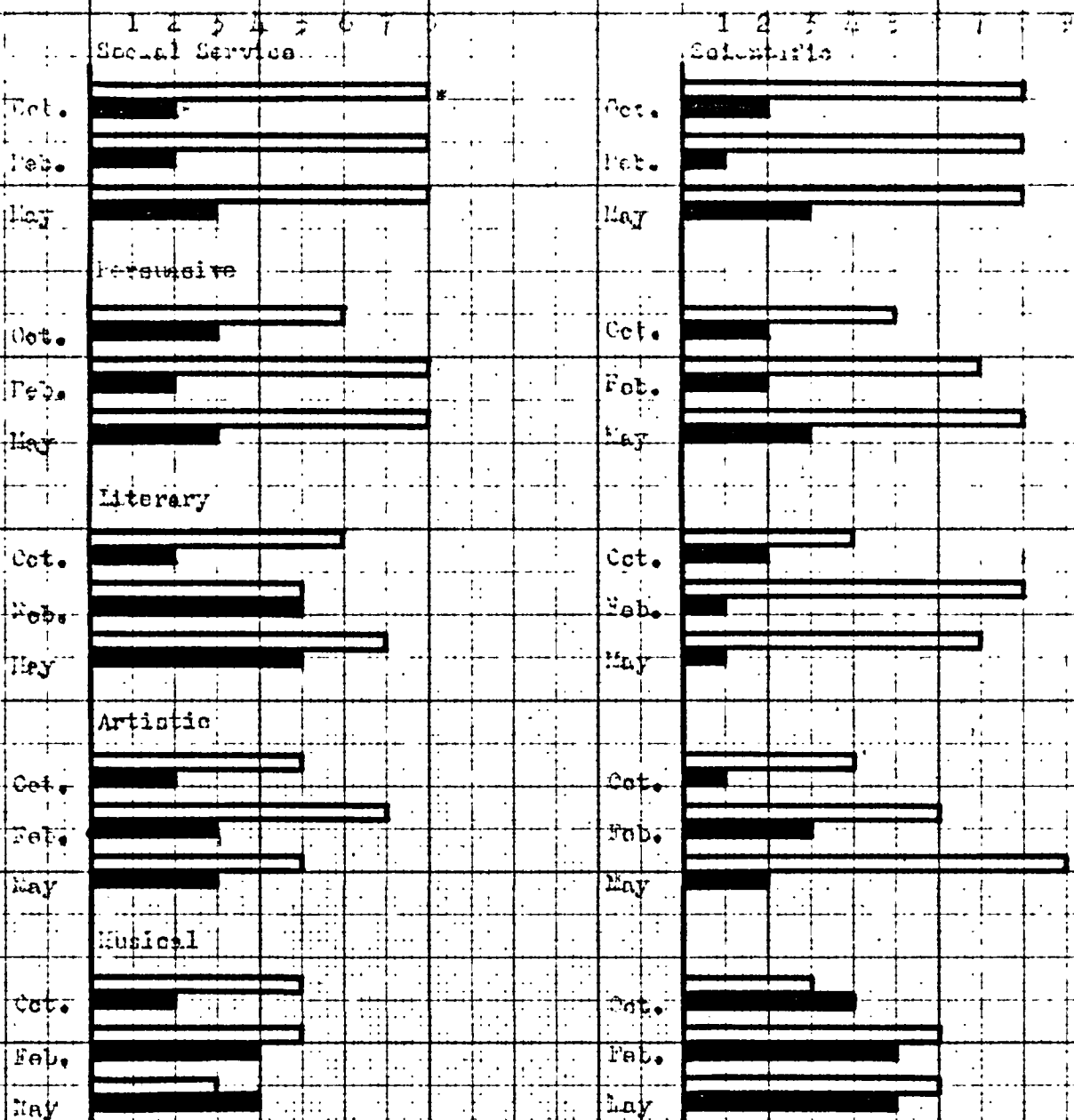
TABLE VII

MEANS, EQUIVALENT PERCENTILES, AND RANGES FOR SOCIAL SERVICE SCORES  
ON KUDER VOCATIONAL PREFERENCE RECORD FOR MALE  
AND FEMALE FRESHMAN EDUCATION STUDENTS

Date of Test	Mean		Percentile		Range	
	Male	Female	Male	Female	Male	Female
October	43.3	54.0	51	64	35-53	33-68
February	44.5	59.2	58	78	35-55	32-75
May	48.5	58.9	70	78	34-64	33-77

## HIGH INTERESTS

## LOW INTERESTS



\*Read graph thus: In October, of the thirteen students, eight were above the 65th percentile and two were below the 35th percentile in social service interest; on the other hand, in scientific interest, eight were below 65th percentile and two were above the 65th.

FIGURE 5

HIGH AND LOW INTEREST PROFILES FOR THIRTEEN FEMALE FRESHMAN EDUCATION STUDENTS AS INDICATED BY PERCENTILE SCORES ON THEIR PREFERENCE RECORD

### Findings and conclusions

1. The null hypothesis is retained. There is no evidence to support the hypothesis of an increase in social service interest as a result of community experiences.

None of the semester differences are significant. The greatest change, 5.2 for the female group, was in fall semester rather than spring.

2. Female students appear to be higher than male in social service interest.

All the female means were higher than the male. None of these differences are significant, but the February difference has a t-ratio of 2.00 with 2.13 required for .05 level, and the May difference, the smallest of the three, would be significant with an increase in size of the sample to an N of twenty-one for both groups.

3. Female elementary student teachers show a stable profile of high and low interests.

Figure 5 justifies generalizations that this group of prospective teachers are definitely high in social service and persuasive interests, low in outdoor, scientific, computational, and clerical, and tend to shift in literary, musical, mechanical, and artistic interests. Comparing this data with the fifty primary school teachers reported on in the Kuder examiner's manual,<sup>15</sup> these trainees appear to be moving to close agreement with teachers in service. The manual reported high interests as art, literary, musical, and social, and the low interests as mechanical, computational, scientific, and clerical.

### III. ADJUSTMENT

In these days of emphasis on human relationships in the economic and political fields it is difficult to see how educators can ignore it, as some seem inclined to do in

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<sup>15</sup>G. Frederic Kuder, Examiner Manual for the Kuder Preference Record, Vocational, Form C (Chicago: Science Research Associates, 1949), p. 18.

search for technical or intellectual efficiency. When hard-headed business men find attention to human relations economically profitable, the light must eventually penetrate to the ivory towers. It is axiomatic that adjustment to one's self and to others are prerequisites to successful human relations.

This section examines this question from several angles, first with instruments already in use--the California Test of Personality and student-supervisor evaluation sheets (CLP-8,9), and second through others either constructed for the purpose--the Vocational Data Sheet (ES-1) and a sociometric measure (ES-3), or standardized--the Guilford-Martin Personnel Inventory.

### The California Test of Personality

The California Test of Personality is criticized by Shaffer in the Third Mental Measurements Yearbook on three counts: (1) suggestions in the Manual for corrective measures for low scores on sub-tests despite a sub-test reliability of .60 to .87, (2) sharp percentile curves, e.g., on one sub-test a score of ten is thirty-fifth percentile and twelve is eighty-fifth percentile, and (3) unestablished validity. He concludes that, on the whole, these faults are common to personality tests generally.<sup>16</sup>

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<sup>16</sup>Laurance. F. Shaffer, "California Test of Personal-

However, the test is quite widely used, is already in use on freshmen education students at the University of Houston, and finally was used in the only controlled study made to date of the effect of youth group leadership on teachers in training.<sup>17</sup> Its inclusion in this study was indicated by these considerations as one of several measures to be used. The test results are treated with three techniques: (1) comparison of community experiences students in fall and spring semesters on self and social adjustment, (2) comparison of elementary and secondary community experiences students on self and social adjustment, and (3) comparison of various groupings on basis of an index of projection or introjection of blame in social situations, based on a ratio of self to social adjustment.

Comparative movement in fall and spring semester. The California Test of Personality, Form A, Adult was administered in October to all students of Introduction to American Education in two class sections. The test results were interpreted to students in one section in a very general way

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ity," The Third Mental Measurements Yearbook, Oscar K. Buros, editor (New Brunswick, N. J.: Rutgers University Press, 1949), pp. 26-7.

<sup>17</sup>Henry S. Maas, "Attitudinal Changes of Youth Group Leaders in Teacher Training," Journal of Educational Research, 43:660-9, May, 1950. Synopsis may be found in Appendix D.

with no reference to individual items or sub-tests, and to students in the other section on the basis of sub-test scores and individual items according to the suggestions in the manual.<sup>18</sup> Forty-one of these students completed the community experiences program and thirty-three of these were tested in February and May with the California Test of Personality. All of these students were freshmen education majors. Scores of sixteen students who did not take Introduction to American Education or were not freshmen and of eight students who failed to take the test at all three administrations are not included in the following computations. The subjects thus satisfy the following criteria: (1) freshmen education majors, (2) completed Introduction to American Education in the fall, (3) completed California Test of Personality in October, February, and May, (4) completed requirements of Community Experiences for Prospective Teachers.

The main question to be examined in this section of the study arises from the stated objective of promoting the adjustment of prospective teachers. Following the format of the California Test of Personality the question is to be answered on the basis of scores on self adjustment and

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<sup>18</sup>Ernest W. Teigs, Willis W. Clark, and Louis P. Thorpe, Manual of Directions, California Test of Personality (Los Angeles: California Test Bureau, 1942), p. 5.

social adjustment. No computations were based on sub-test scores. Calculation of mean,  $r$ , standard deviation was on grouped data according to the short method outlined in Garrett for a correlation table.<sup>19</sup> Calculation of standard error of the difference between means was based on the formula for  $SE_d$  when the means are correlated, as when the same test is repeated on a single group. Means and standard deviations based on raw scores were computed for the thirty-three students for each administration of the test for the self and social adjustment scores. The results are collected in Table VIII, together with percentile equivalents for the means and the range covered by the data for each mean. Table IX brings together the data for computation of  $t$ -ratios for each of the mean differences.

The null hypothesis states that such increase as may appear in the mean self or social adjustment score during the spring semester as compared with the fall semester is of such magnitude that it could appear by chance and the true difference is zero.

In addition to carrying out the main design, another question is examined in this section. Attention has been called to the fact that the two instructors of the introductory course followed a different policy in interpreting the

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<sup>19</sup>Garrett, op. cit., p. 134-9.



TABLE VIII

MEANS, STANDARD DEVIATIONS, RANGES FOR THREE SUCCESSIVE ADMINISTRATIONS  
OF THE CALIFORNIA TEST OF PERSONALITY FOR FRESHMAN EDUCATION  
STUDENTS IN COMMUNITY EXPERIENCES COURSE

	Mean		Standard Deviation		Range	
	Social	Self	Social	Self	Social	Self
October scores	62.1	64.7	9.4	9.0	47-79=32	47-81=34
Percentiles	45	55			20-90	10-95
February scores	70.3	73.4	9.7	8.9	48-88=40	56-88=32
Percentiles	65	80			20-99	25-99
May scores	74.1	76.9	8.9	5.4	54-88=34	67-87=20
Percentiles	75	85			30-99	50-99

TABLE IX

DATA FOR CALCULATION OF T-RATIOS FOR MEAN DIFFERENCES OVER FALL AND  
SPRING SEMESTERS OF CALIFORNIA TEST OF PERSONALITY  
SCORES OF TABLE VIII

	Social Score				Self Score			
	Mean Differ.	r Cor. Coeff.	SE <sub>d</sub>	T-Ratio	Mean Differ.	r Cor. Coeff.	SE <sub>d</sub>	T-Ratio
October to February	8.2	.45	1.73	4.82	8.7	.51	1.59	5.47
February to May	3.8	.81	1.10	3.45	3.5	.51	1.36	2.57

Note: N= 33, df=32, p/.05 = 2.04, p/.01 = 2.75.

results of the California Test of Personality to their students.<sup>20</sup> To determine whether differences in interpretation affected subsequent scores, means were computed for both self and social scores for all three administrations for the thirty-three students in the previous computations, but they were now divided into section A with twenty-one students who received detailed interpretations, and section B with twelve students who received very general interpretations. The means and mean differences are to be found in Table X.

#### Findings and conclusions

1. The null hypothesis is retained. There is no evidence of a greater change in self or social adjustment in the spring semester as compared with the fall semester.

Actually, both self and social adjustment showed approximately five points greater change in the fall semester than in the spring although three of the t-ratios are above the .01 level and the fourth above .02. There are several possible explanations for this phenomenon. (1) Students became test-wise and approached the top of the scale in February. That the top was approached is indicated by the restricted range of twenty points in the May self scores and that the top scores in February were above the ninety-ninth percentile. (2) The test has a low ceiling. The data just given would corroborate that hypothesis also. (3) The changes show actual rate of adjustment of adolescents to an entirely new situation. It is the writer's view that all of these elements were present, but that primarily the magnitude of the mean changes was due to relative periods of adjustment for freshmen and to a low ceiling for the test. It is an interesting subject for further study with other personality tests and with comparable forms.

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<sup>20</sup>Supra, p. 112-3.

TABLE I

MEANS AND MEAN DIFFERENCES FOR FALL AND SPRING SEMESTERS ON  
 CALIFORNIA TEST OF PERSONALITY FOR COMMUNITY EXPERIENCES  
 STUDENTS GROUPED AS TO SECTION OF ENROLLMENT IN  
 INTRODUCTION TO AMERICAN EDUCATION  
 IN FALL SEMESTER

Date of Test	Social Score		Self Score	
	Section A	Section B	Section A	Section B
	Means			
October	61.5	65.9	64.5	64.6
February	68.5	72.5	73.1	72.9
May	71.5	76.2	76.7	76.7
	Mean Differences			
October to February	7.0	6.6	8.6	8.3
February to May	3.0	3.7	3.6	3.8

2. Self and social adjustment moved similarly.

The group mean changes are almost identical. However, the differences in  $r$  indicate that individual students maintained their respective positions more in respect to social scores.

3. The method of interpreting the California Personality Test appears to have little effect on the scores of subsequent tests.

The close agreement of the means for the two class sections in Table X is notable. Section A started approximately four points ahead of B in the social score and maintained the same lead through a mean gain of approximately eleven points. In the self area the groups started even and finished even through a mean gain of twelve points. The data lend support to the thesis that the movement registered by the mean gains in Table IX is a strong movement to be expected of freshmen generally, and little likely to be influenced by other stimuli. It likewise argues against much influence of test-wisness in the scores since detailed interpretation of the test should have helped section A to raise its score considerably more than section B.

Comparison of elementary and secondary groups for both semesters. The thirty-three students who satisfied the original criteria and who took the California Test of Personality at all three administrations have been divided into elementary (nineteen students) and secondary (fourteen students) in the accompanying table of mean differences and  $t$ -ratios, Table XI.

Findings and conclusions

1. Elementary students appear to be better adjusted than secondary students.

The higher elementary group means are all significantly greater except the May self adjustment. The elementary group remained ten points ahead in October, February, and May in social adjustment through a mutual gain of ten points in groups means. In the self area

TABLE XI

MEAN DIFFERENCES AND SIGNIFICANT T-RATIOS ON CALIFORNIA  
TEST OF PERSONALITY FOR COMMUNITY EXPERIENCES  
STUDENTS GROUPED AS ELEMENTARY AND SECONDARY

Period or Group	Self		Social	
	Mean Differences	T-Ratios	Mean Differences	T-Ratios
A. Comparison of within Groups Change over Both Semesters				
Fall (Oct.-Feb.)				
Elementary	7.1	4.17 <sup>a</sup>	7.8	3.75
Secondary	10.1	3.91	7.8	2.58
Spring (Feb.-May)				
Elementary	2.7	(1.82)	3.1	2.32
Secondary	5.0	3.07	3.4	2.21
B. Between Groups Comparison				
October	8.8 <sup>b</sup>	3.07	10.0	3.63
February	5.8	2.19	10.0	3.54
May	3.5	(1.74)	9.7	4.00

<sup>a</sup>The required ratios for  $P = .05$  are as follows:

Group	N	df	CR
Elementary	19	18	2.10
Secondary	14	13	2.16
Elem.-Sec.	33	31	2.04

<sup>b</sup>Elementary score minus secondary.

elementary remained ahead but the difference was steadily decreased from 8.8 to 3.5.

2. Both elementary and secondary groups appear to be favorably affected in the same degree during the freshman year as to self and social adjustment.

Although the significant difference between the elementary and secondary groups on self adjustment disappeared (because the spring semester change was significant for the secondary and not for the elementary), there was no significant difference in the amount of change for the two groups for either semester.

Comparison of self and social adjustment scores as an index of projection (or introjection) of blame by group leaders. Mention has been made of the Maas studies of attitudinal changes in youth group leaders. In the first of these, evidence pointed to the relationship between a leader's personality and the type of group in which he was placed in determining the direction of change in attitude toward behavior of youth as evidenced by observation journals.<sup>21</sup> The personality trait in question was termed projection--introjection (of blame by leaders in reference to group difficulties), which was measured by clinical analysis of autobiographical data and by comparison of the self adjustment and social adjustment percentile scores on the California Test of Personality, with preponderance of the self score leading to assumption of turning blame outward and the opposite for social preponderance.

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<sup>21</sup>See Appendix D.

This section examines the self and social adjustment data for the October, February, and May administrations of the California Test of Personality to determine whether the relationship indicated in the Maas study holds true in the present study. It should be noted that Maas' report used California scores in conjunction with autobiographical data only at the beginning of the experiment for classification of group leaders. It was an implicit assumption that this trait was basic and subject to little variation since the only variable measured was attitude toward youth behavior as evidenced in observation journals. Preliminary analysis of the present data indicated that such assumption was untenable for the population tested, since, out of thirty-five students<sup>22</sup> for whom data are complete, only sixteen remained in the same classification from October to February, fourteen from February to May, and eight from October to May. Contingency tables for elementary and secondary groups for fall and spring semester changes in dichotomous classification substantiate this conclusion. Chi-square test yielded  $P=.25$  for the most significant table, the elementary group from February to May in which twelve out of twenty remained in the same classification.

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<sup>22</sup>Data include scores of all students with three test scores, including two sophomore students.

With this variability in mind it is still worth-while examining the possibility that a continuously variable index of projection-introjection might reveal relationships not visible with the dichotomous<sup>23</sup> classification used so far.

The data presented in this section consist, first of the development of a continuously variable index, and then use of the index in an examination of the following questions:

1. Is there any significant relationship between individual indexes for October, February, and May tests?<sup>24</sup>

2. Is there any significant relationship between individual indexes in February, group placement, and changes in attitude toward behavior during spring semester?<sup>25</sup>

Except where otherwise indicated, data are presented for the elementary and secondary groups separately, since the two groups have been shown to be significantly different on the California Test of Personality.

Projection-Introjection Index, subsection 1. Table XII illustrates the steps in the development of an index

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<sup>23</sup>That is, projective or introjective with no regard for the amount of difference between self and social scores.

<sup>24</sup>Or, stated otherwise, is the trait in question stable, as measured by a continuously variable index based on the self and social adjustment scores?

<sup>25</sup>This was the question answered in the affirmative by Maas study outlined in Appendix D.



that reflects the amount of difference between the self and social adjustment scores: (1) the self adjustment percentile was subtracted from the social percentile to yield an index for October, February, and May; theoretically the range of these differences is +99 to -99, but the actual range is +60 to -50; (2) to eliminate negative numbers, fifty was arbitrarily added to these differences, thus shifting the scale to 0 to 110, with 50 representing neutrality or equilibrium,

Projection-Introjection Index, subsection 2. This section examines the possibility of significant relationship between individual indexes for the October, February, and May tests. Table XII presents the computations for elementary students and Table XIII for secondary. Ranks were computed for both groups for each of the three administrations, with the number one rank assigned to the largest numerical index.<sup>26</sup> Rank difference correlation coefficients, rho, were calculated for each consecutive pair of administrations. A mean was also calculated for the indexes for each administration. The ranks, rho coefficients, and mean indexes for each group are presented in the respective tables.

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<sup>26</sup>There is no evaluation implied in this ranking since it is arguable from the Maas study that varying group situations may call for rankings at many points in the continuum.

TABLE XII

DEVELOPMENT OF A CONTINUOUSLY VARIABLE INDEX OF PROJECTION-INTROJECTION  
FOR ELEMENTARY COMMUNITY EXPERIENCES STUDENTS, BASED ON COMPARISON  
OF SELF-SOCIAL SCORES ON CALIFORNIA TEST OF PERSONALITY

Student No.*	Social-Self			Add 50			Rank Order		
	Oct.	Feb.	May	Oct.	Feb.	May	Oct.	Feb.	May
4	60	-10	-5	110	40	45	1.0	16.5	12.5
6	-30	-10	-15	20	40	35	18.5	16.5	18.5
7	-45	-25	5	5	25	55	20.0	19.0	5.0
8	-20	-10	-10	30	40	40	17.0	16.5	16.0
9	15	-5	0	65	45	50	7.0	13.5	8.5
13	25	-5	-10	75	45	40	3.5	13.5	16.0
15	35	0	20	85	50	70	2.0	10.0	1.5
21	-15	45	0	35	95	50	15.0	1.0	8.5
22	-5	0	-5	45	50	45	12.0	10.0	12.5
24	-15	20	5	35	70	55	15.0	2.0	5.0
25	-15	-45	-15	35	5	35	15.0	20.0	18.5
26	15	15	20	65	65	70	7.0	3.0	1.5
30	0	-10	-5	50	40	45	10.0	16.5	12.5
32	25	10	-45	75	60	5	3.5	5.0	20.0
34	-5	5	15	45	55	65	12.0	7.0	3.0
35	10	0	0	60	50	50	9.0	10.0	8.5
36	20	0	0	70	50	50	5.0	10.0	8.5
37	15	10	5	65	60	55	7.0	5.0	5.0
38	-30	10	-10	20	60	40	18.5	5.0	16.0
45	-5	0	-5	45	50	45	12.0	10.0	12.5
Mean.				51.8	49.8	47.3			
Rho							.136	.419	

Note: This table is read thus--student number 4 had a social adjustment percentile on the California Test of Personality that was higher by 60 than his self adjustment percentile in October; an arbitrary 50 added to this gives an index of 110; in October this was rank number 1.0.

\*Student No. refers to the number assigned to each student in the community experiences course in the summary of data table (Table XIVIII) in Appendix C.

TABLE XIII

DEVELOPMENT OF A CONTINUOUSLY VARIABLE INDEX OF PROJECTION-INTROJECTION  
FOR SECONDARY COMMUNITY EXPERIENCES STUDENTS, BASED ON COMPARISON  
OF SELF-SOCIAL SCORES ON CALIFORNIA TEST OF PERSONALITY

Student No.*	Social-Self %ile			Add 50			Rank Order		
	Oct.	Feb.	May	Oct.	Feb.	May	Oct.	Feb.	May
1	-10	-5	0	40	45	40	11.0	9.0	4.5
10	10	5	-10	60	55	40	6.5	2.5	8.5
11	20	0	15	70	50	65	1.0	6.5	1.0
14	-5	-10	-10	45	40	40	9.0	11.0	8.5
19	-20	-15	-35	30	35	15	13.0	13.5	12.0
20	5	5	-15	55	55	35	8.0	2.5	10.5
23	-10	-30	5	40	20	55	11.0	15.0	2.0
29	15	5	0	65	55	50	3.5	2.5	4.5
33	15	5	0	65	55	50	3.5	2.5	4.5
40	-40	-10	-45	10	40	5	14.0	11.0	13.5
41	15	-10	-50	65	40	0	3.5	11.0	15.0
42	-10	0	-45	40	50	5	11.0	6.5	13.5
43	10	-15	0	60	35	50	6.5	13.5	4.5
46	-45	0	-15	5	50	35	15.0	6.5	10.5
48	15	0	-5	65	50	45	3.5	6.5	7.0
Mean . . . . .				47.7	45.0	36.0			
Rho. . . . .							.628	.099	

Note: This table is read thus--student number 1 had a social adjustment percentile on the California Test of Personality that was lower by 10 than his self adjustment percentile in October; an arbitrary 50 added to this gives an index of 40; in October this was rank number 11.0.

\*Student No. refers to the number assigned to each student in the community experiences course in the summary of data table (Table XXVIII) in Appendix C.

### Findings and conclusions

1. Tendency towards projection or introjection of blame by group leaders as measured by comparison of self and social adjustment scores on the California Test of personality appears to be an unstable measure, whether indicated by a continuously variable index or a dichotomous classification, when applied to freshmen education majors.

Only one coefficient is significant at .05, rho for the secondary group for the fall semester. All others indicate considerable shifting around in ranks.

2. There was no difference between semesters or between groups in the amount of change in mean indexes.

The secondary difference of nine points for the spring semester, with a t-ratio of 1.59, and the May difference of over eleven points between elementary and secondary, with a t-ratio of 1.93, were the largest mean differences.

3. There appear to be some differentiating factors at work between the elementary and secondary groups in relation to the stability of the index.

The largest rho coefficient for the elementary group was in the spring semester and for the secondary group was in the fall semester. It is an interesting subject for further research.

Projection-Introjection Index, subsection 3. This section examined the possibility of significant relationship between individual indexes in February, group placement, and changes in attitude toward behavior. Maas found that all the leaders in his study who were projective of blame and who were placed in open groups became more acceptive of behavior as measured by observation journal entries, but when placed in closed groups they became more rigid.<sup>27</sup>

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<sup>27</sup>See Appendix D.

Introjective leaders fared best in closed groups and worst in open groups. The importance of this concept when a course such as Community Experiences for Prospective Teachers attempts to promote adjustment through group leadership is evident.

The classification of agency groups follows that of Maas: (1) aim--is the activity open to the group or prescribed by others? (2) structure--is the membership relatively open or limited by restrictions and limitations? (3) function--are there established rituals and regulations to be followed?. Only four agencies have been classified in three groups, the ones included being those with the most students in order to keep the issues as simple as possible. Final or total was considered as closed or open when two of the three characteristics were so classified:

<u>Group</u>	<u>Aim</u>	<u>Structure</u>	<u>Function</u>	<u>Total</u>
Orphanage	Open	Closed	Open	Open
Boy's Club, Playground	Open	Open	Open	Open
Boy Scout Commissioners	Closed	Open	Closed	Closed

There is room for difference of opinion on the classification scheme as presented, but, regardless of its accuracy, obvious differences between projective and introjective leaders in the same group must be found to substantiate Maas' findings.

Data from observation journals were not used to

indicate attitude shifts because they disclosed a definite shift toward neutral observation rather than in the direction of either judgmental or causal observation.<sup>28</sup> Instead, the scores on the Guilford-Martin Personnel Inventory were used since the test purports to measure paranoid tendencies, or, in non-clinical terms, rigid, inflexible traits such as belligerence, faultfinding, and personal reference.<sup>29</sup> The data for the three groups outlined above on group type, P-I Index, and change on the Guilford-Martin Personnel Inventory are brought together in Table XIV. Students are identified by a student number in the first column and are grouped according to the type of agency in which they participated. Students in each of the three agency types are further classified as projective, introjective, or neutral according to their February P-I Index. In the final three columns appear the plus or minus changes in the Objectivity, Agreeableness, and Cooperativeness scores from February to May on the Guilford-Martin Personnel Inventory.

#### Findings and conclusions

There is no evidence of relationship between individual P-I Indexes, group placement, and changes in

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<sup>28</sup>Supra, p. 103-4.

<sup>29</sup>J. P. Guilford and H. G. Martin, The Guilford-Martin Personnel Inventory, A Manual of Directions and Norms (Beverly Hills, California: Sheridan Supply Co., 1943), p. 1.

TABLE XIV

PERSONALITY FACTORS, GROUP PLACEMENT, AND ATTITUDINAL  
CHANGES FOR COMMUNITY EXPERIENCES STUDENTS

Student No. and Group	Index of Projection-Introjection of Blame			February to May Score Change on Guilford-Martin Personnel Inventory		
	October	February	May	O	Ag	Co
<u>Orphanage (Open group)</u>						
	Projective Students*					
4	110	40	45	-4	2	-2
9	65	45	50	12	14	8
25	35	5	35	5	6	18
30	50	40	45	-2	-5	19
13	75	45	40	9	3	15
	Introjective Students					
26	65	65	70	8	12	21
32	75	60	5	8	9	15
	Neutral Students					
15	85	50	70	0	-3	-11
45	45	50	45	7	10	33
<u>Boys' Club, Playground (Open group)</u>						
	Projective Students					
1	40	45	50	8	4	13
43	60	35	50	1	-8	17
41	65	40	0	15	7	27
14	45	40	40	-6	7	10
	Introjective Students					
29	65	55	50	16	6	19
37	65	60	55	-2	-10	13
38	20	60	40	-8	7	11
	Neutral Students					
42	40	50	5	1	1	6
<u>Boy Scout Commissioners (Closed group)</u>						
	Projective Students					
19	30	35	15	-15	-12	13
40	10	40	5	0	1	24
	Introjective Students					
20	55	55	35	13	10	26
33	65	55	50	25	18	31
	Neutral Students					
46	5	50	35	5	4	11
48	65	50	45	10	-4	-18

\*This classification refers to February, beginning of the spring semester.

attitude toward behavior as indicated by the Guilford-Martin Personnel Inventory.

If we disregard the instability of the index from October to May and use the February index as comparison, we find in both orphanage and commissioners groups positive changes in projective, introjective, and neutral leaders. In the Boys' Club and playground group we find positive changes in all three and negative changes in projective and introjective.

If we attempt to allow for error<sup>30</sup> in test scores to adjust for instability of the index, the only comparison is in the orphanage group where student #25 is projective, student #26 is introjective, and both register positive changes.

If we compare only those remaining in the same classification for all three test administrations (as an indication of stability) the results are equally inconclusive. In the orphanage group, students #25 and 26 are compared again; in the Boys' Club and playground group, students #19 and 40 are both projective but registered negative and no change respectively, and in the commissioners' group, projective student #14 and introjective student #37 registered similar changes.

### Guilford-Martin Personnel Inventory

The Guilford-Martin Personnel Inventory is described by the manual as having two primary purposes:

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<sup>30</sup>Using the formula  $SE(\text{of obtained score}) = SD / \sqrt{1 - r}$  and data from the Manual for the California Test of Personality, p. 4, we obtain an SE of 4.02 for the self adjustment score and 3.86 for the social adjustment. At  $P = .05$  this would amount to a raw score difference between a self score and social score of 15.45 for the difference to be significant. The difficulty of applying this criterion is obvious when we consider that such a raw score difference could represent a percentile difference (the only justifiable comparison) ranging from ten percentile to fifty percentile, depending on the combination of scores. Thus, self--50 minus social--35 is a ten percentile difference, but self--50 minus social--65 is a forty percentile difference. Using twenty percentile as an arbitrary compromise only one student out of thirteen remained in the same classification from October to February and none of five from February to May.



1. . . . assisting supervisors of workers in business and industry to single out and diagnose those individuals who are personally maladjusted in their jobs, particularly those who are discontented and likely to be troublemakers, and

2. . . . to extend the list of temperamental traits . . . assessed . . . (to) the temperamental area . . . roughly designated by the term paranoid.<sup>31</sup>

Split-half reliability is .83, .80, and .91 for the traits O, Ag, Co described as measuring objectivity (as opposed to subjective reference), agreeableness (as opposed to belligerence), cooperativeness (as opposed to faultfinding and overcriticalness). Validity is based on seventy-three per cent agreement in picking out workers rated as unsatisfactory by management, with thirty-four per cent disagreement on those rated satisfactory by management.<sup>32</sup>

The review by Shimberg in the Third Mental Measurements Yearbook describes it as a carefully prepared questionnaire, whose norms (based on employees) might not hold for applicants. He also points out the fallibility of the use of opinion of management as the sole criterion.<sup>33</sup>

The Inventory was selected as promising results as a

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<sup>31</sup>Guilford and Martin, loc. cit. .

<sup>32</sup>Ibid.

<sup>33</sup>Benjamin Shimberg, "Guilford-Martin Personnel Inventory," The Third Mental Measurements Yearbook, Oscar K. Buros, editor (New Brunswick, N. J.: Rutgers University Press, 1949), p. 81.

check against the California Test of Personality within the time limits available for testing purposes. The test results are treated with two techniques: (1) matched pair analysis and (2) comparison of the control, elementary, and secondary groups.

Matched pair analysis. The objective at issue here is personal adjustment, particularly the ability to get along with people on the job. Table XV presents the data on the ten matched pairs forming the equivalent groups for this section of the study. It should be recalled that in addition to this matching the groups are also matched for educational program. In matching these pairs, the priority was logically given to the matching on the February scores on the Guilford-Martin Inventory. Considering the number of variables, the variation of means is slight indeed.

Table XVI presents the raw score mean differences and significant t-ratios both within groups for spring semester and between groups in February and May. Following the format of the test the computations are given for objectivity, agreeableness, and cooperativeness. The null hypothesis states: such differences as may appear during spring semester in mean changes of personality traits, as measured by the Guilford-Martin Personnel Inventory in favor of students in community experiences compared with an equivalent group of students not in community experiences, could arise

TABLE XV

COMPARABILITY OF EXPERIMENTAL AND CONTROL GROUPS OF PROSPECTIVE  
TEACHERS FOR AGE AND PERSONALITY FACTORS\*

	Control	Experimental
<b>Guilford-Martin Personnel Inventory</b> (raw score)		
Objectivity		
Mean	44.3	48.2
Median	43.0	50.0
Range	27 - 64	24 - 64
Agreeableness		
Mean	35.7	36.4
Median	38.5	36.0
Range	17 - 52	21 - 48
Cooperativeness		
Mean	61.6	62.2
Median	62.5	60.5
Range	32 - 79	48 - 79
<b>Kuder Preference Record, Vocational</b> (Form CM, social service score)		
Mean	55.0	55.0
Median	52.0	57.0
Range	36 - 74	45 - 69
<b>California Test of Personality</b> (Form A, Adult, total score)		
Mean	124.6	131.7
Median	125.0	135.0
Range	93 - 152	103 - 159
<b>Age (in years)</b>		
Mean	18.0	18.2
Median	18.0	18.0
Range	16 - 19	17 - 20

\*N = ten pairs.

TABLE XVI

MEAN DIFFERENCES AND SIGNIFICANT T-RATIOS FOR EXPERIMENTAL AND CONTROL GROUPS OF PROSPECTIVE TEACHERS ON PRE- AND END-TEST SCORES ON GUILFORD-MARTIN PERSONNEL INVENTORY

Period or Group	Objectivity	Agreeableness	Cooperativeness
A. Within Groups Movement February to May			
Experimental	3.3	4.4	7.5
Differences		2.44 <sup>a</sup>	(1.80)
T-Ratios			
Control			
Differences	3.4	5.6	5.5
T-Ratios		2.12	
B. Between Groups Comparison			
February			
Differences	3.9 <sup>b</sup>	.7	.6
T-Ratios			
May			
Differences	3.8	.5	2.6
T-Ratios			

<sup>a</sup>df is 9 and .05 level requires 2.26.

<sup>b</sup>Experimental score minus control score.

by chance and the true difference is zero.

### Findings and conclusions

The null hypothesis is retained. There is no evidence of effects of community experiences on personality as measured by the Guilford-Martin Personnel Inventory.

Both groups made significant changes in Ag scores and none in other areas. There was no significant difference in amount of change and no significant difference in May.

### Comparison of elementary, secondary, and control

groups. The development of this design has been discussed in connection with the Wandt Inventory of Teacher Opinion.<sup>34</sup> In addition, the number of students who took the Guilford-Martin at both administrations was large enough so that only female students were included in elementary and control sections, and only male students in the secondary. This necessitated the dropping of only two elementary students, one secondary and one control student, but the issues are more clearly drawn. The same questions are pertinent here: (1) are there any differences related to sex or level of teaching chosen? (2) do there appear any changes in adjustment?

Analysis of covariance yielded an F-ratio of .79 for February and 2.44 for May (corrected for February variance) and indicated considerable move towards significant differences although the required .05 ratio is 3.25. Table XVII

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<sup>34</sup>Supra, p. 92.

gives the mean differences and significant t-ratios for group changes over the spring semester and inter-group comparisons in February and May, and Table XVIII adds the t-ratios required for the .05 level for the various groupings.

### Findings and conclusions

1. The null hypothesis is retained as to adjustment as measured by the Guilford-Martin Personnel Inventory. There were no changes in common for community experiences groups as compared with control group. The only significant difference between group movements was for the elementary and secondary groups on the Ag scale. All three groups moved significantly on the Co scale, and both elementary and control moved significantly on all three sub-tests.

2. Elementary students appear to be better adjusted than secondary students.<sup>35</sup>

The elementary group was higher in all comparisons with the secondary groups except the February Ag compared with community experiences secondary; three of these differences were significant: February and May on the O scale with the control group and February Co with the secondary community experiences group.

3. Female students appear more amenable to change.

The female groups (elementary, control) changed significantly on all scales, male (secondary) group only on the Co scale.

### Sociometric Measure

Students were asked in March, April, and May to write the full names of fellow-students. In March and April they

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<sup>35</sup>Cf. *supra*, p. 117, for similar conclusion from the California Test of Personality.

TABLE XVII

MEAN DIFFERENCES AND SIGNIFICANT T-RATIOS FOR ELEMENTARY, SECONDARY,  
AND CONTROL GROUPS OF PROSPECTIVE TEACHERS ON  
THE GUILFORD-MARTIN PERSONNEL INVENTORY

	Objectivity	Agreeableness	Cooperativeness
A. Within Groups Movement February to May			
Elementary			
Differences	5.5	7.5	11.1
T-Ratios	3.46	4.19	3.98
Secondary			
Differences	4.4	1.4	14.4
T-Ratios			4.77
Control			
Differences	4.5	6.5	8.1
T-Ratios	(2.59) <sup>a</sup>	(2.96)	2.43
B. Between Groups Comparison			
February			
Elementary-Secondary <sup>b</sup>			
Differences	.6	-1.0	11.9
T-Ratios			(2.10)
Elementary-Control			
Differences	7.3	.6	5.7
T-Ratios	(2.07)		
Control-Secondary			
Differences	-6.2	1.6	5.2
T-Ratios			
May			
Elementary-Secondary			
Differences	1.7	5.1	8.5
T-Ratios			
Elementary-Control			
Differences	7.8	1.9	9.7
T-Ratios	2.36		
Control-Secondary			
Differences	-6.1	3.2	-1.1
T-Ratios			

<sup>a</sup>T-Ratios in parentheses were calculated with N adjusted to equal elementary N (17). See pp. 86-7.

<sup>b</sup>In each case the latter group is the subtrahend.

TABLE XVIII  
CRITICAL RATIOS AT .05 LEVEL FOR  
T-RATIOS OF TABLE XVII

Grouping	N	df	P = .05
Elementary-Secondary	28	26	2.06
Elementary-Control	26	24	2.06
Control-Secondary	20	18	2.10
Elementary	17	16	2.11
Secondary	11	10	2.23
Control	9	8	2.26
Adjusted N			
All Groups	17	16	2.11
All Comparisons	34	32	2.04



were also asked to rate them on a five point scale for four categories--as friend, group leader, group member, and prospective teacher.<sup>36</sup> In May this was abandoned as time consuming and because papers showed much evidence of uncritical ratings, and students were asked merely to give the names which they knew. Before the April quiz the variation in class acquaintanceship was discussed in the light of the need for skill in social relations. In April, after the papers were collected, a friendly rivalry was held to see who could name the most. The last administration was on the final day without comment. All papers were anonymous because of the original rating feature.

The purpose of the quiz was to focus the students' attention on the human relations problem in the classroom and to measure changes in the acquaintance index. It is thus included in the section on adjustment as throwing light on one angle of social adjustment.

Two types of tabulations were made: (1) the number of times each student's name was mentioned by others at each administration, and (2) the number of students mentioned by each individual at each administration. For the first tabulation a score was obtained for each student which gave

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<sup>36</sup>See Appendix B. for the original form, ES-3, which was called Who's Who Quiz in class and is so referred to below.

the number of students who knew his full name and these were divided into elementary and secondary groups. From the second tabulation a distribution was obtained which pictured the number of students known by individuals, but which could not be utilized to assign rankings to individuals because the papers were anonymous. Insofar as acquaintance was mutual the distributions should coincide.

The data on the initial and final means for number of times each student was listed, the differences and ranges for twenty-six elementary and twenty secondary students does not indicate much except that there was a similar increase in acquaintance in both groups:

	<u>Means</u>		<u>Mean</u> Differences	<u>Ranges</u>	
	<u>March</u>	<u>May</u>		<u>March</u>	<u>May</u>
Elementary	9.5	21.6	12.1	0 - 26	9 - 40
Secondary	12.5	24.2	11.7	0 - 23	5 - 37

Table XIX and accompanying Figures 7 and 8 present an analysis of the changes during the semester and a comparison of the two indexes, times named by others and number of students named, for the total group.

### Findings and conclusions

1. Socialization of the class group was only partially realized.

Although the March to May differences are significant at .05 (with t-ratios of 5.3 for elementary and 3.7 for secondary), half of the students knew the names of less than half of their fellow students in May.

TABLE XIX

COMPARATIVE FREQUENCY DISTRIBUTION OF NUMBER OF FELLOW-STUDENTS  
 NAMED BY EACH STUDENT AND NUMBER OF TIMES EACH WAS NAMED  
 BY FELLOW-STUDENTS ON PERIODIC QUIZES  
 IN COMMUNITY EXPERIENCES COURSE

Class Intervals	No. Students Named			Times Named by Others		
	March	April	May	March	April	May
0 - 4	0	0	0	14	3	0
5 - 9	1	2	0	6	10	5
10 - 14	5	4	3	13	2	6
15 - 19	22	17	7	8	12	3
20 - 24	4	14	16	6	14	9
25 - 29		2	8	1	1	15
30 - 34		3	7		7	5
35 - 39			4			4
40 - 44						1

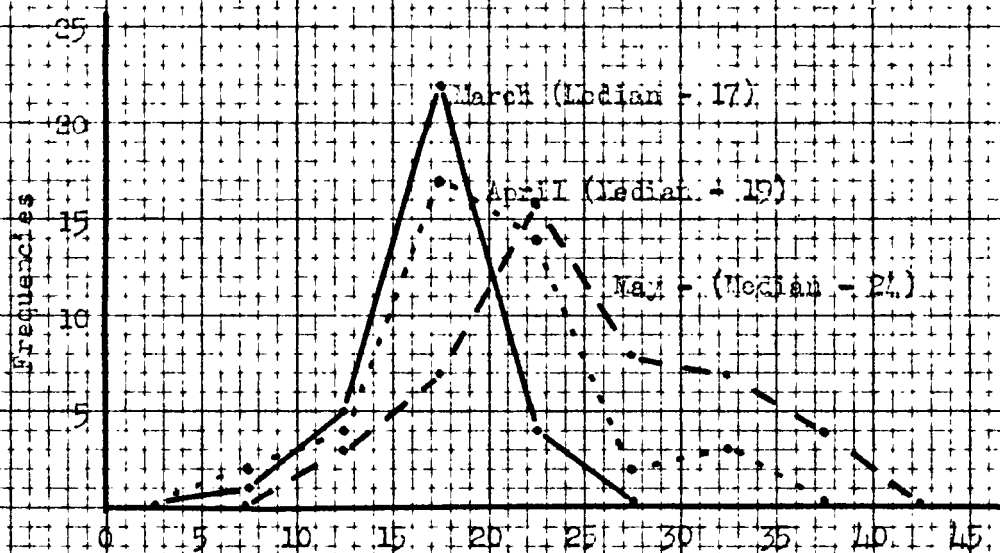


FIGURE 7

NUMBER OF CORRECT STUDENT MARKS ON PERIODIC QUIZZES  
BY STUDENTS OF COMMUNITY EXPERIENCES COURSE

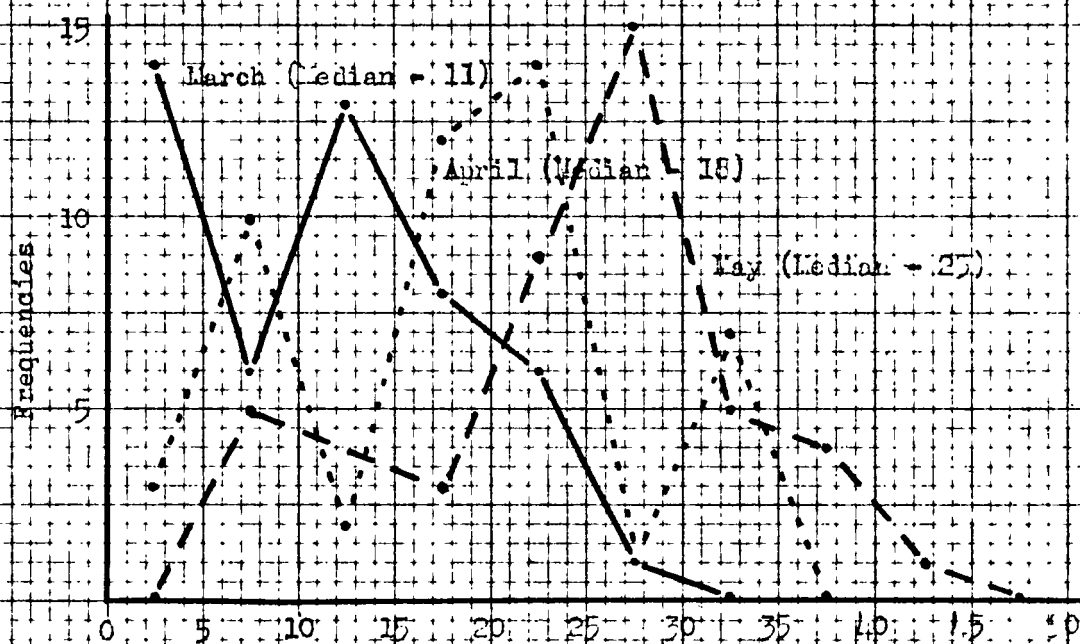


FIGURE 8

NUMBER OF TIMES STUDENTS WERE LATE ON PERIODIC QUIZZES  
BY STUDENTS OF COMMUNITY EXPERIENCES COURSE

2. Secondary male students had a wider acquaintance circle than female elementary and secondary students.

The secondary means are not significantly higher than the elementary, but examination of the data of Table XIX and Figure 8 discloses: (1) that twenty-six different students appeared in the three lower modal groups for a total of forty-nine times (twenty in March, fifteen in April, and fourteen in May). Six only of these appearances were of male physical education students, and those for one time only, (2) of the fourteen in the May lower modal group, eleven were elementary and three were female secondary, eight were three time repeaters and four were in the low group twice.

3. The tabulation of number of times named by others yields more significant information than number of students named.

The existence of two modal groups is shown only in Table XIX and Figure 8. The latter shows a group in March which knew almost no one; the mode of this group shifted to 7.5 in April and 12.5 in May. A reasonable explanation of the two groups is that male physical education students associated more outside of class and as athletes were known to the other students by name. Thus they formed the upper modal group.

### Vocational Choice Data

The items to be examined here are the responses to questionnaire ES-1, Vocational Choice Data,<sup>37</sup> consisting of three questions calling for reasons why students chose (1) teaching as a career, (2) a particular grade level, (3) particular subjects, and a fourth question as to the individual's needs in professional preparation. It was administered to the control group as described previously and to community experiences students in February and May with no more

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<sup>37</sup>See Appendix B.

structuring than the statement that this was part of the study to measure possible changes during the course.

Included at several points in analysis are pertinent student comments from other student documents, as well as comparison of individual February and May responses.

Recognition needs to be given to the fact that the reasons dealt with here are overt reasons and quite likely distorted or incomplete when compared with subconscious motives. However, correction for this would require individual, clinical methods, possible only for a complete study in itself. There is still value in comparison of overt reasons.

Then too, the results here are different from those to be expected from a structured checklist that might possibly be developed from the data given here. Thus, on a checklist an item might have been checked as a reason or a need that does not appear here as a response to an open question. These considerations suggest further studies, but within these limitations some operational conclusions are presented.

The original plan to include this data in the matched pair analysis was abandoned because it proved unfeasible to match individual students on the basis of unstructured answers to the questionnaire. The analysis instead follows the comparison of elementary, secondary, and control groups already described for the Wandt and Guilford Inventories.

Since this was not a checklist but an open-ended questionnaire, the responses to each question were first examined and put through several tentative classification schemes until the ones presented here were derived.<sup>38</sup> The final categories were thus an outgrowth of the data itself and not preconceived.<sup>39</sup> A complete listing of typical responses under each category is provided in each section so that their worth may be judged. Classifications which proved difficult and seem most open to question are pointed out in the sectional discussions to follow.

Computations included the responses of all students who answered the February and May questionnaires. Frequencies for each category of response, for each group, for each question were tabulated. These were not directly comparable, since the number of students varied in each group and each student was free to give as many responses as he wished. Accordingly, frequencies were transmuted into percentages with the total number of responses to each question for each group as one hundred per cent. Comparisons in the main were based on the dichotomies of Figure 9--personal-social for the three vocational choices and valid-invalid for needs.

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<sup>38</sup>See Figure 9, infra, for summary outline.

<sup>39</sup>Else Frenkel-Brunswick, "Dynamic and Cognitive Categorization of Qualitative Material," Journal of Psychology, 25:253-260, 1948.

- 
- 
- I. I want to teach because \_\_\_\_\_
- A. Personal reasons
    - 1. Interest in job
    - 2. Self-analysis
  - B. Social reasons
    - 1. Social usefulness
    - 2. Interest in people
- II. I chose \_\_\_\_\_ as subject because \_\_\_\_\_
- A. Personal reasons
    - 1. Interest in subject
    - 2. Personal qualifications
    - 3. Characteristics of subject
  - B. Social reasons
    - 1. Effect of subject on others
- III. I chose \_\_\_\_\_ grades because \_\_\_\_\_
- A. Personal reasons
    - 1. Personal qualifications
    - 2. Characteristics of job
    - 3. Subject requires it
  - B. Social reasons
    - 1. Characteristics of pupils
- IV. I need to acquire the following to be a good teacher \_\_\_\_\_
- A. Valid needs
    - 1. Social skills
    - 2. Teaching skills
    - 3. Psychological insight
    - 4. Solve personality problems
    - 5. Overcome personal deficiencies
  - B. Invalid needs
    - 1. Avoidance of pet peeves
    - 2. Generalities
    - 3. Copy-book maxims
- 
- 

FIGURE 9

OUTLINE OF CATEGORIES RESULTING FROM ANALYSIS OF RESPONSES  
TO QUESTIONNAIRE ON VOCATIONAL CHOICES  
AND PROFESSIONAL NEEDS



Significances were computed for these dichotomies, for differences between group percentages, and between February and May percentages for each group. The t-ratio for the dichotomous percentage for a single group was obtained by dividing the SE of the percentage<sup>40</sup> into the distance of the percentage from fifty per cent, since our concern was not whether the observed difference could be larger but whether the true difference was zero, that is, both of them fifty per cent. Comparison between groups and within groups for the semester was by the formula for the significance between percentages for uncorrelated groups.<sup>41</sup> This probably underestimated the SE within groups since deduction for correlation was not made because, the number and form of responses being too variable for individuals, r was difficult if not impossible to calculate for these data.

The hypothesis under consideration is that students will become better adjusted vocationally. The data to be presented according to the outline of Figure 9 attempts to throw light on this hypothesis in several ways: (1) by analyzing and classifying the reasons students assign to vocational choices and to plans in professional preparation, (2) by determining significant changes in these data occurring

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<sup>40</sup>Garrett, op. cit., p. 196.

<sup>41</sup>Ibid., p. 236-7.

during the spring semester and comparing community experiences and non-community experiences students, as well as male and female, elementary and secondary students within community experiences, and (3) by bringing to bear pertinent comments of individual community experiences students regarding changes within themselves not measured by the changes in group classifications as outlined in Figure 9, such as the strength of feelings or beliefs.

Logically the presence of a significant difference between community experiences and non-community experiences students in regard to changes in personal-social dichotomy proportions does not per se indicate the upgrading of vocational adjustment unless we assume that either social or personal reasons should predominate, or possibly be in balance. The issue is clearer in regard to the fourth question concerning awareness of professional needs; here the student who voices more realistic needs in his professional preparation has clearly progressed. If, however, we accept the viewpoint examined in Chapter II,<sup>42</sup> that social orientation is the crying need for teachers, then the assumption that social reasons for vocational choice are the more desirable becomes tenable. That assumption is adopted in this section.

The null hypothesis, as related to personal or social

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<sup>42</sup>Supra, p. 37 ff.

reasons for vocational decisions, follows: such increase in social reasons for vocational choices as may appear during the spring semester in community experiences as compared with non-community experiences students is of such an amount that it could appear by chance and the true difference is zero.

The data have been examined for the individual questions in the order in which they appear on the questionnaire.

I want to teach because \_\_\_\_\_. The responses to this first question on the form ES-1 have been classified in Figure 10 according to the type of reason given for choice of teaching as a career. Categories may seem to overlap; for example, all of the responses in a sense call for self analysis, but attempt was made to recognize essential reference to job, to self-interest, to needs of students, and to fellow humans respectively in the categories as listed. As to the social-personal dichotomy, the criteria were turning outward towards others versus turning inward towards self.

Following the schema of Figure 10, the following calculations were made for February and May for each of the three groups of students--elementary, secondary, and control: frequency and per cent of total responses of the group for each of the four categories and for the two sub-totals forming the dichotomy. These results were tabulated in Table XX.

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## I. Personal Reasons

- A. Interest in job \* \* \* \* \*
- |                                 |                              |
|---------------------------------|------------------------------|
| I like --                       | Teaching is --               |
| -- to talk about current events | -- a good profession         |
| -- the work of a teacher        | -- respected in community    |
| -- the hours                    | -- new and challenging daily |
| -- dramatics                    | -- always in demand          |
| -- physical education           | -- secure                    |
| -- my subject                   | -- a chance to advance       |
| I think --                      | Teaching --                  |
| -- pay is reasonable            | -- offers advantages         |
| -- it is most interesting pro-  | -- seems interesting         |
| fession                         | I need it to coach*          |
| -- it is best job for me        | Other jobs bore me           |
| -- I would like it better       |                              |
- B. Self-Analysis \* \* \* \* \*
- |                            |                        |
|----------------------------|------------------------|
| Aptitudes --               | Interests --           |
| -- better qualified        | -- I like out-of-doors |
| -- have the ability        | -- I like sports       |
| -- get along with children | -- it's in the family  |
| -- understand children     |                        |

## II. Social Reasons

- A. Interest in people \* \* \* \* \*
- |                               |                             |
|-------------------------------|-----------------------------|
| I like to work with --        | I like to be with --        |
| -- children                   | -- children                 |
| -- others                     | -- people                   |
| -- young people               | -- young boys               |
| -- adolescents                | -- teen agers               |
| -- people                     | -- adolescents              |
| I like to watch children grow | I love children             |
|                               | I am interested in children |

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\*How long will we insist that an athlete turned coach must teach a class, or, on the contrary, that sports is the reason for our physical education program?

FIGURE 10

CLASSIFICATION SCHEMA FOR REASONS GIVEN FOR CHOICE OF  
TEACHING BY FRESHMAN EDUCATION STUDENTS

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## II. Social Reasons (continued)

### B. Social motivation\*

I want to help --

- others help themselves
- children better themselves
- others
- community
- children physically
- guide in proper channels
- children
- teach right things
- better society
- people learn
- others appreciate my subject

I like --

- helping children
- to work with group organizations
- this field of service

I want to --

- add to childrens' education for tomorrow
- teach others to avoid my mistakes
- fill my place in society

I feel --

- I could teach basics and how to get along with others
- it would help me as well as others
- I would enjoy helping children
- the need to help
- good when I help

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\*The predominance of emotionally loaded verbs is evident. Many of these were originally classed as self analysis of emotional characteristics, but seem more socially oriented.

FIGURE 10 (continued)

Differences based on personal-social dichotomy and significant t-ratios are presented in Table XXI.

### Findings and conclusions

1. The null hypothesis is retained as to choice of career. There is no evidence of increasing vocational adjustment for community experiences students in this respect.

The control group registered the only significant movement and that was in the direction of social reasons. Thus, the evidence indicates that the non-community experiences students made the only desirable change.

2. Female students appeared better adjusted vocationally at the end of the first year than male.

Both elementary and control groups were significantly social in reasons in May, while the male secondary group was not, although the differences between none of the groups were significant.

Consideration of pertinent student comments concerning reasons for choice of teaching as a career. We have been examining the overt reasons for choice of teaching for possible change in their nature. We have been doing this for groups and found no significant changes in students under study. However, an important, if not the most important, aspect of the question is the strength of the decision, or certainty that it is correct. The comments which follow indicate that some became definitely more confident in their abilities and in the wisdom of their choice:<sup>43</sup>

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<sup>43</sup>These comments were taken from the final evaluations of the course described on p. 182. See also comments illustrating the value to students of working with children on p. 185 ff.

TABLE XI

NUMBER AND PER CENT OF TOTAL GROUP RESPONSE FOR EACH OF TWO TYPES  
AND FOUR SUB-TYPES OF RESPONSE BY ELEMENTARY, SECONDARY,  
AND CONTROL GROUPS OF FRESHMAN EDUCATION STUDENTS  
TO THE STATEMENT--I WANT TO TEACH BECAUSE \_\_\_\_\_

Type of Reason	Control				Elementary				Secondary			
	Feb.		May		Feb.		May		Feb.		May	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Personal												
1. <sup>a</sup>	8	50.0	4	30.8	8	17.0	7	14.9	8	27.6	9	29.1
2.	2	12.5	0	00.0	6	12.8	9	19.2	4	13.8	3	9.7
Sub- total	10	62.5	4	30.8	14	29.8	16	34.1	12	41.4	12	38.8
Social												
3.	2	12.5	6	46.2	13	27.7	11	23.4	7	24.2	7	22.5
4.	4	25.0	3	23.0	20	42.6	20	42.6	10	34.5	12	38.6
Sub- total	6	37.5	9	69.2	33	70.3	31	66.0	17	58.7	19	61.2
Total												
No. <sup>b</sup>	16		13		47		47		29		31	
%		100.0		100.0		100.0		100.0		100.0		100.0

<sup>a</sup>These numbers refer to categories as follows:

1. Interest in job
2. Self-analysis
3. Social motivation
4. Interest in people

<sup>b</sup>This total is the total response of the group to the statement  
The numbers of students involved were as follows: elementary--21,  
secondary--15, control--8.

TABLE XXI

PERCENTAGE DIFFERENCES AND SIGNIFICANT T-RATIOS FOR  
PERSONAL-SOCIAL REASONS FOR CHOICE OF TEACHING  
CAREER FOR ELEMENTARY, SECONDARY, AND CONTROL  
GROUPS OF FRESHMAN EDUCATION STUDENTS

Group	February		May	
	Difference	T-Ratio	Difference	T-Ratio
A. Significance of Per Cent				
Elementary <sup>a</sup>	20.2	3.02	16.0	2.31
Secondary	8.6		11.2	
Control	-12.5		19.2	(2.16) <sup>d</sup>
B. Between Groups Comparison				
Elementary-Secondary <sup>b</sup>	11.6		4.8	
Elementary-Control	32.8	2.33	-3.2	
Secondary-Control	21.2		-8.0	
C. Within Groups Movement February to May				
Elementary <sup>c</sup>	-4.3			
Secondary	2.5			
Control	31.7	(2.61)		

<sup>a</sup>These differences represent the distance of either personal or social percentage from fifty per cent.

<sup>b</sup>In each case the latter group is the subtrahend.

<sup>c</sup>These differences are May minus February per cent.

<sup>d</sup>Ratios in parentheses were computed with the N of the largest group, the elementary, so that smaller group SE's are not penalized for size of N. df and .05 level are as follows: elementary--46, 2.02, control--26, 2.06.



I had doubts when I first started to the University as to whether I really wanted to be a teacher. But learning more about it, I believe, has helped me to decide more in favor of teaching.

When I began working at \_\_\_\_\_ I was worried about whether or not I would enjoy it, but I have found that I enjoy teaching and the associations with children a great deal.

Mrs. H. gave me some responsibilities that helped me a great deal.

Some people cannot stand the excitement around children but after spending three months trying to help two bunches of boys I think I have cultivated a patience.

I was afraid that I would have a hard time getting along with children, but now I'm not.

Working and observing at \_\_\_\_\_ has intensified my desire to work more with children of all ages. I have so much more confidence and incentive than before that I consider it a great help.

Compare also these responses of one student in February and then in May to the first two statements of the form we are discussing:

February--I want to teach because I think I would like to associate with children and to work with them. I chose second and third grades because I like small children and think that they would be fun to work with.

May--I want to teach because I enjoy working with children. I also think that I would have a part in bettering the world. I chose second, third, and fourth grades because I like small children and like to watch them grow and learn.<sup>44</sup>

The individuals quoted certainly felt better about their vocational plans in May than they did in February.

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<sup>44</sup>Italics added by the writer. Notice the change from I think to I like and I enjoy.

I chose \_\_\_\_\_ grades because \_\_\_\_\_.

Figure 11 represents the classification schema adopted for responses to the second question on the questionnaire indicating reasons for choice of grade level. In the same manner as reasons for choice of teaching as a vocation, all responses here call for analysis of personal likes and dislikes. Reasons classified here as personal include essential reference to the subject, to self-interest, to the kind of work, and to such characteristics of pupils as affect the work itself. Social reasons include, as before, a liking for people or a desire to administer to certain of their needs. In some cases the distinction between personal and social rests on use of certain words such as want or like.

As in the previous section, the calculation of number and per cent of total responses for each group based on the categories and sub-totals of Figure 11 are grouped in a table, Table XXII. Differences and significant t-ratios for this data are found in Table XXIII.

### Findings and conclusions

1. The null hypothesis is retained for community experiences students as a whole in relation to choice of grade level. There is no evidence of increasing vocational adjustment in this respect.

The elementary and secondary groups registered no changes in common as compared with control group.

2. Elementary students were favorably influenced during spring semester as compared with secondary.

All three groups were significantly personal in

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## I. Personal Reasons

### A. Self-analysis

#### Ability

- can handle children better
- think I can understand their problems
- seem able to understand and get along better
- can handle subjects better
- think I can cover necessary material
- I would like to be able to do secondary

#### Interest

- most interesting at this age
- enjoy working with them better
- like to be around them more
- appeals to me, therefore easier
- rather work with smaller
- enjoy lower primary most
- prefer 5th and 6th over 4th
- 2nd to 4th appeals to me more
- rather work with older girls
- want high school kids

### B. Characteristics of job

- few subjects rather than many
- many things rather than one
- variety of subject matter
- material more interesting
- more challenge and variety
- more fun and easier
- mother said 3rd and 4th easiest
- best but not easiest
- jr. high field more open than sr. high

### C. Characteristics of pupils

- more respectful
- are attentive
- ideal age of childhood
- just becoming individuals
- beginning to have foundation
- easier to teach
- eager and willing
- old enough to appreciate my efforts
- 5th and 6th like a teacher more
- 5th and 6th more interested in learning

### D. Subject requires older pupils

- music, coaching, drama, commercial
- 

FIGURE 11

CLASSIFICATION SCHEMA FOR REASONS GIVEN FOR CHOICE OF  
GRADE LEVEL BY FRESHMAN EDUCATION STUDENTS

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## II. Social Reasons

- I would be of most value
  - I like smaller children
  - nothing more wonderful than a healthy, happy child
  - like to watch small children grow and learn
  - challenge to meet demands of 3rd, 4th, 5th
  - most important time in a child's life
  - want to help with adjustment needs
  - want to help children get foundation for future learning
  - you help small children grasp for first time
  - they need understanding and a good start
  - teachers needed to help future leaders get started
  - sixth graders need help with pre-teen problems
  - 2nd to 4th more challenging
  - I like teen agers
  - I like junior high kids
- 
- 

FIGURE 11 (continued)

TABLE XXII

NUMBER AND PERCENT OF TOTAL GROUP RESPONSE FOR EACH OF TWO TYPES  
AND FIVE SUB-TYPES OF RESPONSE BY ELEMENTARY, SECONDARY,  
AND CONTROL GROUPS OF FRESHMAN EDUCATION STUDENTS  
TO THE STATEMENT--I CHOSE \_\_\_\_ GRADES BECAUSE \_\_\_\_

Type of Reason	Control				Elementary				Secondary			
	Feb.		May		Feb.		May		Feb.		May	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Personal												
1.	3	30.0	3	27.3	0	00.0	0	00.0	5	29.4	7	35.0
2.	5	50.0	5	45.5	10	45.5	4	12.1	6	35.3	8	40.0
3.	1	10.0	0	00.0	6	27.3	4	12.1	1	5.9	1	5.0
4.	0	00.0	1	9.1	2	9.1	6	18.2	0	00.0	2	10.0
Sub- total	9	90.0	9	81.8	18	81.8	14	42.4	13	70.6	18	90.0
Social												
5.	1	10.0	2	18.2	4	18.2	19	57.6	5	29.4	2	10.0
Total												
No.	10		11		22		33		17		20	
%		100.0		100.0		100.0		100.0		100.0		100.0

\*These numbers refer to categories as follows:

1. Subject requires older pupils
2. Self-analysis
3. Characteristics
4. Characteristics of pupils
5. Social motivation

TABLE XXIII

PERCENTAGE DIFFERENCES AND SIGNIFICANT T-RATIOS FOR PERSONAL REASONS  
FOR CHOICE OF TEACHING LEVEL FOR ELEMENTARY, SECONDARY, AND  
CONTROL GROUPS OF FRESHMAN EDUCATION STUDENTS

Group	February		May	
	Difference	T-Ratio	Difference	T-Ratio
A. Significance of Per Cent				
Elementary <sup>a</sup>	-31.8	3.86	17.6	2.05
Secondary	-20.6	(2.17) <sup>b</sup>	-40.0	(7.05)
Control	-40.0	(6.80)	-31.9	(4.44)
B. Between Groups Comparison				
Elementary-Secondary <sup>c</sup>	-11.2		47.6	3.82
Elementary-Control	8.2		39.4	(3.17)
Secondary-Control	19.4		-8.2	
C. Within Groups Movement February to May				
Elementary <sup>d</sup>	39.4	2.90		
Secondary	-19.4			
Control	8.2			

<sup>a</sup>Fifty per cent subtracted from the social percentage.

<sup>b</sup>T-Ratios in parentheses were calculated by adjusting N of control and secondary groups by combining their average number of responses with twenty-one, the size of the elementary group. On this basis, df and .05 level were as follows:

Group	February		May	
Elementary	21	2.08	32	2.04
Secondary	22	2.07	27	2.05
Control	25	2.06	28	2.05
Elem.-Sec.	43	2.02	59	2.00
Elem.-Con.	46	2.02	60	2.00

<sup>c</sup>In each case the latter group is the subtrahend.

<sup>d</sup>February social percentage subtracted from May.

February. The elementary group alone registered significant change to social reasons and was significantly higher than both secondary and control in May.

Consideration of pertinent student comments concerning reasons for choice of grade level. Examination and comparison of individual forms for February and May produces considerable evidence of impact on choice of grade level. Among elementary students, six widened or shifted the grade span by shifting from grades to elementary. Four elementary students registered very definite changes, as did four secondary students. Their responses are reproduced below with the initial and final responses of individual students compared in parallel columns.

#### February

I chose 5th or 6th grades because I now work with children that are 4th grade level. I like working with them but I think that I would enjoy working with older children more.

I chose elementary because I feel that they are the age I would be of most use to them as a teacher.

I chose one through six because I am especially interested in younger children.

#### May

I chose elementary because I like small children better than I do older children.

I chose one through three because in the lower grades the children get their foundation for future learning.

I chose 2nd or 3rd because I think that this is the important time in a child's life, for this is foundation of their background, and at this age they are most interesting.

## February

I chose one through six because I enjoy working with young people, especially those in the lower primary grades.

(No February form)

I chose junior or senior high because I like children of that age better than small children.

I chose seven to twelve because those are the age group (sic) of boys which I am most interested in coaching and teaching.

I chose junior high because the field is more open than senior high.

## May

I chose second because I prefer working with children who have already begun to form an educational foundation and who are capable of grasping further knowledge more quickly.

I am undecided as to what I will teach, in fact I am undecided whether or not to teach in secondary schools. I was always sure until I took this course and after working with younger children at nursery school I have about decided to change to elementary education.<sup>45</sup>

I chose high school because children of this age appeal to me more.

I chose nine to twelve because I wish to coach sports in high school.

I chose ten to twelve because I like to teach sports to boys that have developed some of their skills.

Our reason tells that the best way to find out which age group is most suitable is to try them out as early as possible. These comments indicate that some students found community contact with children valuable aid in decision.

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<sup>45</sup>A cogent argument for early and varied experience.



I chose \_\_\_\_\_ as subjects because \_\_\_\_\_.

The classification schema for answers to question three, presenting reasons for choice of subjects, is found in Figure 12 and may be seen to follow the preceding ones closely. The elementary group is not included in this section because its members quite logically ignored the question. Frequencies and percentages are collected in Table XXIV, but there is no table for t-ratios as inspection of the data indicated no need for statistical analysis.

#### Findings and conclusions

The null hypothesis is retained for community experiences students in relation to choice of subject.

Both groups gave predominantly personal reasons for choice of subject and registered no significant change during the spring semester.

I need to acquire the following to be a good teacher.

The form and number of responses to statement number four on the questionnaire were kept as unstructured as possible. No explanations were offered to many questions about interpretation of this statement other than that the student should write what he considered his needs to be. The questionnaire provided ten spaces for answers and suggested use of the other side of the sheet if necessary. The total of 495 responses was classified and reclassified for similarity and the eight categories of Figure 13 adopted. Finally the categories were examined to determine their probable value

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## I. Personal Reasons

- A. Interest in subject or activity
  - always fascinated me
  - I like it
  - I enjoy it
  - my favorite
  - most interested in
  - my major
- B. Personal qualifications
  - I would be best
  - I have experience
  - I have good grades
- C. Characteristics of subject
  - easier to teach
  - I enjoy teaching it
  - I like the work
  - helped me to learn and like people
  - gave me a new outlook on life

## II. Social Reasons

- want others to appreciate my subject
  - want others to do it right
  - can be made appealing
  - helpful to growing child
  - need for better training
  - most needed in school
- 
- 

FIGURE 12

CLASSIFICATION SCHEMA FOR REASONS GIVEN FOR CHOICE OF  
TEACHING MAJOR BY FRESHMAN EDUCATION STUDENTS

TABLE XXIV

NUMBER AND PER CENT OF TOTAL GROUP RESPONSE FOR EACH OF TWO TYPES AND  
FOUR SUB-TYPES OF RESPONSE BY SECONDARY AND CONTROL GROUPS OF  
FRESHMAN EDUCATION STUDENTS TO THE STATEMENT--  
I CHOSE \_\_\_\_\_ AS SUBJECTS BECAUSE \_\_\_\_\_

Type of Reason	Control				Secondary			
	Feb.		May		Feb.		May	
	No.	%	No.	%	No.	%	No.	%
Personal Reasons								
1.*	6	54.5	8	66.7	13	86.7	14	77.8
2.	3	27.3	0	00.0	1	6.7	0	00.0
3.	0	00.0	3	25.0	1	6.7	1	5.5
Sub-total Reasons	9	81.8	11	91.7	15	100.0	15	83.3
Social								
4.	2	18.2	1	8.3	0	00.0	3	16.7
Total								
Number	11		12		15		18	
Per cent		100.0		100.0		100.0		100.0

\*These numbers refer to categories as follows:

1. Interest in subject or activity
2. Personal qualifications
3. Characteristics of subject
4. Effect of subject on others

in indicating actual insight by students into information, attitudes, and skills which they lacked and which a teacher needs.

For this purpose a valid, non-valid dichotomy was set up. Responses almost universally could be justified as teacher needs, and are recognizable as resembling those appearing on lists resulting from surveys of student opinion and studies of teacher competence.<sup>46</sup> Those categories classed as non-valid are those for which there were logical grounds for doubting that the student really considered that he himself lacked those qualities. Thus the group named Avoidance of Pet Peeves seemed to consist of qualities that students generally name when asked what they disliked about teachers, but when asked if they themselves lacked these qualities would deny it. There is possibility of error here; patience was classified in the non-valid group, but doubtless some students actually felt a lack of patience, as comments from other sources seem to confirm. For the most part, however, it seems safe to assume that most students would deny that they lacked a sense of humor or fairness. The same is true of such copy book maxims as honesty, dependability, integrity, tolerance, and generalities such as

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<sup>46</sup>A. S. Barr, William H. Burton, Leo J. Brueckner, Supervision (New York: Appleton-Century-Crofts, 1947), pp. 333-6.

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VALID NEEDS

**I. Social Skills**

- take part in school activities
- ability to work in social affairs
- cooperate with faculty and supervisors
- be democratic
- how to get along with students
- ability to get along with others
- friendliness
- sympathy with parents of unfortunate children
- give spare time to needy students
- diplomacy and tact
- establish relationships
- will to do extra work
- warmth
- to like people
- get along with parents
- respect others opinions
- congeniality
- get along with adults

**II. Teaching Skills**

- methods
- discipline (ability and techniques)
- teaching management and skills
- plan lessons for student needs
- learn to like clerical work
- how to be kind and effective
- how to help students enjoy my classes
- how to inspire respect
- how to gain and hold attention, interest, cooperation

**III. Psychological Insight**

- how to care for individual differences
- recognize emotional disturbances
- ability to counsel
- understanding of childrens' problems
- skill in handling childrens' problems
- skill in handling children
- recognize physical ailments
- cope with problem children
- understanding of age group
- be mindful of improving methods
- learn role of environment
- analysis of situations

**IV. Personality Problems**

- self-confidence
  - how to inspire confidence
  - desire to help students
  - assume responsibility
  - more interest in teaching
  - interest in students' problems
  - independence
  - concentration
  - personality adjustment
  - how to make children love me
  - how to advise in right way
  - use psychology so as not to offend
  - patience with small children
  - leadership without physical force
  - ability to answer problems
  - self-control
  - interest in subject
- 
- 

FIGURE 13

CLASSIFICATION OF RESPONSES BY FRESHMAN EDUCATION STUDENTS  
TO THE STATEMENT--I NEED TO ACQUIRE THE FOLLOWING  
TO BE A GOOD TEACHER \_\_\_\_\_

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**IV. Personality Problems (cont.)**

- take criticism
- will to learn more
- ability to think out problems
- know why I am a teacher
- desire to keep records
- less nervousness
- how to judge insolence

**V. Need for More Training**

- knowledge of subject
- better speaking ability
- broad education
- experience with children
- dealing with children in different sections
- knowledge of record-keeping
- how to stay on students' level
- knowledge of school systems
- correct manners

**NON-VALID NEEDS****VI. Avoidance of Pet Peeves**

- patience
- sense of humor
- don't hold grudge
- fairness, no pets
- make reasonable assignments
- correct papers fairly

**VII. Copy-book Maxims**

- honesty
- character
- dependability
- courage
- wisdom
- respect
- honor
- tolerance
- integrity
- cleanliness
- stability
- ambition
- set a good example
- perseverance
- loyalty
- kindness
- high morals
- courtesy

**VIII. Generalities**

- ability
- understanding
- experience
- education
- leadership
- personality
- firmness
- broadminded
- creativeness
- forcefulness
- management
- intelligence
- cooperation
- attitude
- neatness
- proper training
- adaptability
- how to teach
- good citizenship
- knowledge
- health
- alertness
- efficiency
- techniques
- evaluation
- responsibility

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**FIGURE 13 (continued)**

understanding, personality, and intelligence. When words such as these stood alone as items in lists of similar words they were more clearly non-valid. When accompanied by detail or words of explanation they were most often classed as valid. Understanding--of students problems, of situations, or of age groups, for example, were classified as valid under Psychological Insight.

Following the schema of Figure 13, frequencies and percentages for each category and the dichotomy for the elementary, secondary, and control groups are to be found in Table XXV, and differences and significant t-ratios in Table XXVI. The null hypothesis states that such shift towards valid needs in professional preparation among community experiences students as compared with students not in community experiences is of such an amount that it could appear by chance and the true difference between group shifts is zero.

#### Findings and conclusions

1. The null hypothesis is retained for community experiences students in relation to awareness of professional needs.

Since both elementary and control groups were significantly valid in February and neither moved significantly, there would seem to be no logical grounds to impute the significant change of the secondary group towards valid needs, to community experiences.

2. Strong forces would seem to be at work influencing the secondary group in regard to insight into professional needs.

Since the other two groups were already oriented

TABLE XXV

NUMBER AND PER CENT OF TOTAL GROUP RESPONSE FOR EACH OF TWO TYPES AND EIGHT SUB-TYPES OF RESPONSE BY ELEMENTARY, SECONDARY, AND CONTROL GROUPS OF FRESHMAN EDUCATION STUDENTS TO THE STATEMENT--  
I NEED TO ACQUIRE THE FOLLOWING  
TO BE A GOOD TEACHER \_\_\_\_\_

Type Of Reason	Control				Elementary				Secondary			
	Feb.		May		Feb.		May		Feb.		May	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Valid												
1.*	1	2.8	6	13.6	7	6.7	15	10.5	4	6.1	14	14.4
2.	4	11.1	0	00.0	12	11.5	16	12.0	3	4.5	10	10.3
3.	2	5.5	5	11.4	18	17.4	19	14.2	4	6.1	6	6.2
4.	5	14.0	1	2.3	16	15.4	12	9.0	7	10.6	12	12.4
5.	12	33.3	13	29.5	12	11.5	16	12.0	8	12.1	12	12.4
Sub- total	24	66.7	25	56.8	65	62.5	78	58.7	26	39.4	54	55.7
Non-valid												
6.	3	8.3	8	18.2	8	7.7	16	12.0	9	13.6	7	7.2
7.	7	19.5	8	18.2	22	21.2	26	19.5	22	33.4	26	26.8
8.	2	5.5	3	6.8	9	8.6	13	9.8	9	13.6	10	10.3
Sub- total	12	33.3	19	43.2	39	37.5	55	41.3	40	60.6	43	44.3
Total												
No.	36		44		104		133		66		97	
%		100.0		100.0		100.0		100.0		100.0		100.0

\*Numbers refer to categories as follows:

1. Social skills
2. Teaching skills
3. Psychological insight
4. Personality problems
5. Need for training
6. Avoidance of pet peeves
7. Generalities
8. Copy-book maxims



TABLE XXVI

PERCENTAGE DIFFERENCES AND SIGNIFICANT T-RATIOS FOR VALID--NON-VALID  
 EXPRESSION OF NEEDS IN PROFESSIONAL EDUCATION BY ELEMENTARY,  
 SECONDARY, AND CONTROL GROUPS OF FRESHMAN STUDENTS IN  
 RESPONSE TO THE STATEMENT--I NEED TO ACQUIRE THE  
 FOLLOWING TO BE A GOOD TEACHER \_\_\_\_\_

Group	February		May	
	Difference	T-Ratio	Difference	T-Ratio
A. Significance of Per Cent				
Elementary	12.5 <sup>a</sup>	2.63	8.7	2.04
Secondary	-10.6	(2.09) <sup>b</sup>	5.7	
Control	16.7	2.13	6.8	
B. Between Groups Comparison				
Elementary-Secondary	23.1 <sup>c</sup>	2.94	3.0	
Elementary-Control	-4.2		1.9	
Control-Secondary	27.3	2.63	1.1	
C. Within Groups Movement February to May				
Elementary	-3.8 <sup>d</sup>			
Secondary	16.3	2.04		
Control	-9.9			

<sup>a</sup>Fifty per cent subtracted from the valid percentage.

<sup>b</sup>This t-ratio was calculated by adjusting the N of the secondary group by combining the average number of responses with twenty-one, the size of the elementary group. With this adjustment, df and .05 level varied from 92 to 228 and 1.97 to 1.99 respectively.

<sup>c</sup>In each case the latter group is the subtrahend and the percentages are sub-totals for valid needs.

<sup>d</sup>February valid percentage subtracted from May.

towards valid needs and registered no significant change, the question is legitimate--what did cause the significant change of the secondary group if community experiences did not? Further research is indicated.

### Self and Supervisor Evaluations

Comparison of students' and supervisors' evaluations of the work of student group leaders was thought to belong logically with the section on adjustment. If a student varies widely in his self-evaluation from that of his supervisor it can have several explanations, all denoting lack of adjustment. If the student is right in a higher evaluation, then his skill in human relations is deficient. If the student is wrong in a higher evaluation, then his self-adjustment level is likely so low that he cannot face reality. An erroneous lower student evaluation could indicate an inferiority complex. Of the four possibilities, the fourth, a correct lower student evaluation, would be most likely imputable to the supervisor because of fear of offending welcome, volunteer help; although in some cases other possibilities might be due to inexperienced or incompetent supervisory personnel.

Form CLP-8 for the student and CLP-9 for the agency supervisor were distributed the last week of the semester.<sup>47</sup> They called for identical evaluations of the work of the

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<sup>47</sup>See samples of forms in Appendix A.

the student in the agency on a four point scale for ten items. Completed evaluations of each type were available for eleven elementary students and thirteen secondary students. Many more student evaluations than supervisor evaluations were completed. Means (based on total score with forty, i.e. ten highest ratings, as the top score), mean differences, and ranges for the two groups are presented below. T-ratios are mentioned at appropriate places in findings.

	Self		Supervisor		Mean
	Mean	Range	Mean	Range	Difference
Elementary	31.5	27-38	32.1	27-40	.6
Secondary	<u>30.7</u>	26-38	<u>25.4</u>	10-40	5.3
Difference	.8		6.7		

### Findings and conclusions

1. Elementary students and their supervisors agree closely on their evaluations of students' work in agency youth groups.

The small difference (.6) between the mean elementary students' rating and the mean supervisors' rating is not significant.

2. Secondary students as a group rate themselves higher than their supervisors on students' work in agency youth groups.

The students' mean was 5.3 higher than their supervisors', with a t-ratio of 2.39.

3. Supervisors rate elementary students as a group higher than secondary students on their work in agency youth groups.

Supervisors' mean rating of elementary students was 6.7 higher than that of secondary students, significant with a t-ratio of 2.24.

#### IV. PERIODIC EVALUATION OF COURSE ACTIVITIES

It was indicated in the discussion of experimental designs in Chapter III that the data of this section were considered not to be connected with a specific hypothesis, but as indirectly connected with all of them. Thus, they have been treated in a separate and final section of this chapter on findings.

Justification of attention to student reaction rests primarily on the principle, referred to previously, that what a student learns depends not so much on what the instructor proposes to teach as on the phenomenological self and field of the student, that is, on what any given stimulus means to him in view of his background, his level of maturity, his motivation, and his awareness of his own needs.<sup>48</sup> The most logically constructed and reasonably interpreted program can founder on this rock. A student convinced of the inutility of an activity at least has an unfavorable mind-set, to mention only one of the relevant conditions of learning.

Ideally one could hope that all activities would rate close to the top and practically there is nothing in mechanics of the rating sheet to prevent this. A defensible

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<sup>48</sup>See Figure 13, *supra*, p.166, for examples of individual differences in self-need concepts.

program would be to examine and adjust continuously with upgrading as a goal. Thus, one would not expect, as instructor, to eliminate those activities low on the scale, but rather to examine the basis for inclusion and retention, to decide anew on their usefulness and to change orientation, emphasis and techniques with a view to rendering student reaction more favorable to those activities considered logically justifiable.

The extent to which student ratings and comments show that objectives have been reached is moot. From the point of view of self-evaluation they are of prime importance, but from the point of view of psychometrics such evidence is suspect. Certainly it is admissible if not conclusive evidence. A student who says he now understands children better may feel more confident in himself and that is a step in the right direction. And if he says that working with children has been most helpful in that process, that too is important evidence, especially if his fellow students agree. We have come to lend more credence to our created measuring devices than to our judgments, sometimes ignoring the fact that their worth depends in final analysis on human judgment. The true status, then, of instruments of measurement is that of an aid to our judgment, not a substitute. Orderly recording and analysis of subjective judgments, as here, can safeguard our conclusions.

Students were asked at the end of the second, third, and fourth months to evaluate enumerated course activities on a "1 to 5" scale and add their comments on an anonymous duplicated form.<sup>49</sup> The following paragraph headed the rating sheet:

There are many methods that may be used to reach similar goals in education. Any teacher needs to examine his methods continuously. An important psychological element in evaluation of the activities of a course is student reaction. As prospective teachers and as students in SED 132 will you give your best judgments on the items below as they relate to your experiences thus far in this course?

Due to absences and to individual lapses, the number of responses on specific activities varied from thirty-two to forty for March, from eighteen to forty-four for April, and from forty to forty-seven for May. Thirteen activities were listed on the March form and nineteen on the April and May forms.

The frequency of responses was tabulated for each rating for each activity for March, April, and May. Ranks were assigned to each activity, first, for the initial group of thirteen activities for all three administrations, and next, for the second group of nineteen activities for the last two administrations. Rank-difference correlation coefficients ( $\rho$ ) were computed for each set of rankings

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<sup>49</sup>See form ES-4, Appendix B.

in the two groupings. The results were tabulated in Table XXVII and are then discussed in conjunction with student comments in the following pages.

### General Analysis of Changes in Rank

Inspection of the rankings in Table XXVII indicates some definite stabilities, as well as extreme changes, in popularity. Considering first the initial activities on the March form and following them through April and May, working with children remained first and use of the text remained last throughout. Personal and group contacts with agency representatives and laboratory group work remained in second, third, and fourth. Psychological tests (referring to the tests used in this study) remained below the median. The writing and projecting of observation journals showed a definite downward trend, as did the use of the Third Week Report form, a joint student-supervisor evaluation intended to check performance early enough to use results. A considerable upward movement was registered by personal conferences with the instructor, written analysis of the agencies, and the Who's Who Quiz (ES-3 requiring the listing of the names of fellow-students). A smaller, but definite, increase is evident for general sessions (referring to campus meetings once a week of all students). This general description may be illuminated somewhat by attention to the

TABLE XXVII

MEAN RATINGS AND CORRESPONDING VALUATION RANKS GIVEN BY  
FRESHMAN EDUCATION STUDENTS FOR ACTIVITIES OF  
COMMUNITY EXPERIENCES COURSE

Activity	Mean Rating			Rank			Rank	
	Mar.	Apr.	May	Mar.	Apr.	May	Apr.	May
Working with children	4.5	4.3	4.6	1	1	1	1	1
Supervisor conferences	3.6	3.8	3.7	2	2.5	5	2.5	10
Campus group meetings (with agency repr.)	3.5	3.3	3.7	3	7	5	10.5	10
Writing Observ. Journals	3.3	3.3	3.5	4	7	9.5	10.5	15.5
Third Week Report	3.3	3.3	3.3	4	7	12	10.5	18
Lab. group work	3.3	3.8	3.7	4	2.5	5	2.5	10
Instructor conferences	3.2	3.7	3.9	8	4	2	4	4
Projecting Observ. Journ.	3.2	3.0	3.4	8	11	11	16.5	17
Psychological tests	3.2	3.4	3.5	8	5	9.5	7.5	15.5
General sessions	2.9	3.2	3.6	10.5	9.5	8	13.5	13.5
Written analysis of agency	2.9	2.7	3.7	10.5	13	5	19	10
Who's Who Quiz	2.8	3.2	3.7	12	9.5	5	13.5	10
Use of text	2.7	2.8	3.0	13	12	13	18	19
Lab. group report finder		3.0	3.6				16.5	13.5
Group meetings in agency		3.4	3.8				7.5	6.5
Workshop on evaluation		3.1	3.8				15	6.5
Evaluation by supervisor		3.5	3.9				6	4
Evaluation by student		3.3	3.9				10.5	4
Self-evaluation of exper- iences by area		3.6	4.0				5	2
Rho correlation coefficients								
March-April . . . . .						.767		
March-May . . . . .						.338		
April-May . . . . .						.562	.570	



correlation coefficients at the bottom of Table XXVII. The coefficients for consecutive ratings are much higher than the March-May coefficient, indicating the disparity caused by the general upward and downward trends described. However, the fact that all coefficients for consecutive ratings are significant at .05 indicates that the ratings were stable and not thoughtless pencilings.

Analysis of the complete listing in April and May brings to light the fact that this popularity poll is a relative device, since the introduction of new activities changes the profile considerably in some respects. Especially notable is the fact that the evaluation activities and agency meetings introduced took over top billing next to working with children. By nature, these could only be introduced later in the course and it took some time for their impact to registered. Certain activities of necessity went down the scale. They were: personal conferences with agency supervisor, laboratory group work, and psychological tests.

In summary, the final ranking put the following activities in the top third in descending order: working with children, self-evaluation of experiences by areas, self-evaluation of agency experiences, supervisor evaluations, personal conferences with instructor, the final workshop in which area-evaluations were combined into group

reports, and group meetings in the agency. In the bottom third, in the same order, came the laboratory group report finder, general sessions, psychological tests, observation journals, third week report, and use of the text. These ratings have been discussed in the light of student comments in the following pages.

### Activity Ranks and Pertinent Student Comments

In this section the activities have been discussed in rank order in May along with student comments found on the rating sheets and other course documents such as final evaluations, vocational data sheets, observation journals, and various evaluation sheets during the course. Duplicate comments are eliminated and comments relating to vocational choice and to general learnings not attributed to specific course activities are collected elsewhere.

Rank 1: Working with children. Since it is the heart of the course it is significant that high regard for this activity was universal. Many insightful comments reveal the impact of this experience on the students:

Actual association with boys and girls and getting practical experience working with boys and girls has taught me more than I could ever learn in books. I would not take any thing for having worked with the group at the \_\_\_\_\_.<sup>50</sup>

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<sup>50</sup>It is a difficult but necessary task for educators to dispel the notion that we need to choose between books and experience, and make clear their correlative necessity.

I have thoroughly enjoyed working at nursery school and watching the interests and development of children.

The best preparation for teaching I can think of was the actual experience that we all gained by working with the different agencies.

I feel that through the work with the agency I have been introduced to the teaching profession.<sup>51</sup>

I do not realize at the present time the materials or resources that I will use in my teaching, however, in future I am sure that many experiences that I had at \_\_\_\_\_ will enable to cope with situations in a more mature manner.

I think that working with children helped me a great deal in understanding children and their problems.

The most important thing I have learned from this course is how to get along with children and how they are affected by their environment.

I have learned that it isn't easy to meet these girls because I have never known until now what poor means.<sup>52</sup>

I learned that by finding our kids' interests and abilities I can do a lot for them and make it a pleasant affair.

Never before had I had experience with children this age as a group. I learned quite a bit about their reaction to certain situations.

You learn to understand children more. You become more tolerant and you don't expect as much out of them.<sup>53</sup>

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<sup>51</sup>Cf. *supra*, p. 35-6, for description of relation of education and social work.

<sup>52</sup>And others don't know what rich means. If teachers are to teach all the children of all the people with understanding, they need some contact with other classes besides their own.

<sup>53</sup>How many good, beginning teachers have learned this too late?

I believe this community practice course is wonderful because you actually deal with children and you can try your own methods.

At first I was disturbed by their actions--I wanted to immediately show them the right way to play, but I soon learned that these boys and girls do not grasp highly organized rules.<sup>54</sup>

I have learned a lot about children and how to get along with them, how to reason with them to do the things they don't care to do. I have learned to cope with problem children and how to help them.

I learned that small children have problems as adults do, but they do not understand them or realize what they are. They show their feelings in various manners. A child that wants affection may act mean or cold. I learned how to recognize these signs and how to handle the situations.<sup>54</sup>

I have done it all my life, but working with these especially helpful because of problems that arise.

Very important to future teachers.

Develops get-along ability.

I like to help them.

Outstanding inferences afforded by juxtaposition of these comments is the common thread of agreement on understanding of children on the one hand, and individual variability of meaning arising out common experiences, as well as its dependence on needs and background of the individual student, on the other hand. It should be recalled that these are freshmen students; many of these insights would do credit to upper classmen or graduates.

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<sup>54</sup>Can there really be any doubt that these prospective teachers profited?

Rank 2: Evaluation by experience areas.<sup>55</sup> The areas suggested were (1) What are boys and girls like? (2) What do community agencies do? (3) What are schools for? (4) Will I make a good teacher?. An outline of subtopics was furnished, each to be written separately so that they could be combined for group evaluation in a culminating workshop.

The comments are few but indicate substantial agreement on the value of the activity, with a suggestion that more time was needed for sharing ideas in class (which probably refers to the final group reports based on these individual evaluations).

Good way to review and sum up experiences.

Helped to substantiate the values I received.

Gained a lot from this.

Needed more time to express our opinions in class.

Rank 4 (3, 4, 5): These ranks were shared by personal conferences with instructor, evaluation of agency experiences by supervisor and by student. It is notable that evaluation, especially self-evaluation, activities cover second, third, fourth, fifth, sixth, and seventh places jointly with personal conferences, meetings with agency representatives in the agency, and the workshop on evaluation. These might be summed up as evaluation, and personal

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<sup>55</sup>See Appendix B.

and group conferences. The comments to follow refer only to personal conferences with the instructor:

Need them more often.

Very beneficial, helpful.

Helped to clarify my ideas.

Learned a lot.

Rank 6.5 (6, 7): These two ranks were shared by group meetings in the agency and the workshop on evaluation. The former were described by one student as "valuable in all respects." Another pointed up the difficulty of scheduling all the various possible experiences with the comment, "on my meeting day so I couldn't go."

The workshop on evaluation consisted of three days set aside for consideration in small groups of the individual evaluation-by experience-area summaries. Two groups were assigned to each area at random--every sixth student alphabetically. Group reports were presented on the final day. Typical comments follow:

Excellent way of finishing the course.

Enjoyed very much, much work but valuable for future reference.

Skeptical at first, but consider this high point of the course.

Rank 10 (8, 9, 10, 11, 12): This is the median group on which opinion was not so crystallized. In comparison

with the initial group of thirteen activities, all fared a little better, having rated above the median in that grouping. When compared with the total group of nineteen in April and May, two of them, personal conference with agency supervisors and laboratory group work, dropped from 2.5 in April to 1.0 in May; two increased ratings--written analysis of agency from 1.9 and Who's Who Quiz from 13.5; group meetings on the campus with agency representatives remained the same.

Analysis of comments indicates that, with one exception, opinion was divided. The exception was personal conference with agency representative, on which comments were numerous and favorable:

Helps to understand children and the agency.

Needed so student can become more acquainted with the situation.

Learn what's wrong.

Became personal friend.

Got to know her.

Good when you need help.

Laboratory group work:

Helpful ideas from group.

Very helpful.

Helped to compare journals.

To solve problems.

An effective device for working out problems.

A great opportunity.

Enjoy and learn much.

Valuable tips on handling children.

Usually a waste of time (just takes common sense).

Group meetings with agency on campus:

Get more view of agency.

Could meet more often.

Didn't accomplish much.

Very successful.

Who's Who Quiz:

Am learning the group.

Unnecessary.

Good test to see who you know.

Found out who you didn't know.

Taught me to try to remember names as well as faces.

Important but little opportunity.

Necessary to know children and people you work with but not your classmates. Your social life has no connection with work or school, unless that is the reason you are going to school.

Rank 13.5 (13, 14): General sessions and laboratory group report finder shared this ranking. The former were utilized for orientation, talks by resource persons, and other common problems. The laboratory group report finder was a technique used to identify discussion topics in



advance for seminars. Both showed a small increase in popularity over the period.

General sessions:

Don't get much done.

Helpful, but too large.<sup>56</sup>

Needs more participation.<sup>56</sup>

Could be more interesting.

Not very helpful.

A big waste of time.

Laboratory group report finder:

I want more varied reports.

Helped some, not others.

Rank 15.5 (15, 16): This ranking was shared by writing of observation journals and psychological tests. Comments on the former indicate a probable division on the basis of facility in written expression:

Putting down on paper clarifies ideas.

Talking about observations more important.

Good way of presenting work to instructor.<sup>57</sup>

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<sup>56</sup>These comments indicate the common problem of identifying legitimate, small action-groups for activities of value to the diverse large group.

<sup>57</sup>This attitude may account for some failures to produce journals. Preferable, of course, is an attitude of value to the student, as other comments illustrate.

Good experience.

Helped me to delve into situations.

I find them hard to write, enjoy to discuss.

Would like to have had criticism from prof.<sup>58</sup>

Don't know what to put down.

Helps to write down situation.

Psychological tests suffered because of lack of time to process data and hold conferences. The main purpose was to identify those tests and techniques of analysis to be recommended for further use. The need for interpretation as a guidance aid to self-evaluation has been recognized, and the desire of the students is evident in the comments:

I want to see my score to improve where necessary.

Do not know results.

Helpful.<sup>59</sup>

Rank 17: Projection of observation journals. This refers to use of the opaque projector to provide a common basis for discussion. Paucity of comments indicates a rather neutral but varied opinion:

Got fullest benefit.

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<sup>58</sup>The need for availability of resource persons to care for all individual needs is indicated here.

<sup>59</sup>Several asked for and were given cautious interpretations.

Shows mistakes.

Lacked a kindling spark.

Rank 18: Third Week Report. The obvious use of the report, to identify difficulties early, is certainly logically justifiable. Duplicate forms were to be filled out by student and supervisor. The difficulty probably lies in tardiness in completion and follow-up. Provision of adequate time for follow-up is important.

Made me brace up and do more.

Not necessary.

Showed how much I needed to improve.

Would have liked criticism on these.

Rank 19: Use of text on child development. This was the Ohio State University pamphlet, How Children Develop.<sup>60</sup> Reaction indicates the difficulty of inducing students to utilize books as aids in solving problems, rather than as information to be learned. Comments, however, also indicate that this can be done with some students:

Didn't use it.

Have read it and it has not been too helpful.

Would be of some use with observations.

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<sup>60</sup>How Children Develop, by the faculty of the University School, Ohio State University (Columbus, Ohio: The Ohio State University, 1949).

Help in understanding child.

Helped to understand problems.

Would have been lost at first without it, still a help.

Know what to expect.

Summary of evaluation of activities. Empirically we may say that the top third of the ranked activities (1st to 7th) have demonstrated a secure position in student opinion and would not require immediate attention, although student suggestions should be heeded. Student opinion coincides with the emphasis in this study on importance of contact with children and youth, and self-evaluation.

The median group (8th to 12th) deserves some attention, particularly laboratory group work as it should be a key point in the program.

The lower third, especially general sessions, observation journals, and use of the text need considerable study.

## CHAPTER V

### SUMMARY OF FINDINGS AND CONCLUSIONS; RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### I. REVIEW OF THE PROBLEM AND PROCEDURES

The problem was defined in Chapter I as follows: .  
What guidance tests and procedures now being used, and what simple additions, practicable within the framework of the course, show promise in evaluation of Education 232, Community Experiences for Prospective Teachers?

It was pointed out that the study did not propose to justify the course by establishing the attainment of course objectives, that it was not possible to study all the objectives of the course, and that there would be no attempt to ascribe certain results to definite course activities.

Emphasis on the guidance aspect of the problem was justified in Chapter II on the basis of the training and preference of the investigator, documentation of attention given in recent educational literature to the need for adjusted, self-confident, socially-minded teachers, and examination of the objectives ascribed in recent educational literature and orienting materials for the course under study to the use of community experiences in teacher education. The role of direct experience in imparting knowledge

about, and in illuminating theory concerning, children, school, and community was recognized in the review of the literature, but Chapters II and III made clear the choice of attitudes, interests, and adjustment for investigation. The importance of student self-evaluation and of an articulated, long-term teacher training program in accomplishing personality changes was documented.

The ultimate objective of the study was to identify instruments and techniques useful in guiding prospective teachers and in the continued development of a more effective program of community experiences for prospective teachers. To accomplish this purpose, one of the best means was to locate instruments which measured significant changes which happened during the course and which could be logically ascribed to the course experiences. If successful, this would demonstrate the attainment of course objectives, although this was early disclaimed as a purpose of the study. The following steps were taken to implement this procedure:

1. Hypotheses encompassing objectives identified in the review of literature were set up in the areas of student attitudes, interests, and adjustment.
2. The Kuder Preference Record, Vocational, and the California Test of Personality, Adult, which had been administered to freshman education students in the fall, were readministered to students of the community experiences course in February and May to provide opportunity to compare the movement of those students as to interests and adjustment during the fall and spring semesters.
3. Three other instruments--Guilford-Martin Personnel Inventory, the Wandt Inventory of Teacher Opinion,

and a questionnaire on reasons for vocational choices developed by the investigator--were administered in February and May to community experiences students and to a control group of ten students not enrolled in the course. All the control and the community experiences students chosen for comparison were identified as freshman education majors taking the standard general education courses and having completed the professional course, Introduction to American Education. Ten matched pairs were chosen on the basis of age and scores on Kuder (Social Service), California Test of Personality (total), and on each of the above instruments in turn.

4. The data were statistically analyzed to determine mean differences and significance of the differences. In the course of analysis it was discovered that significant differences existed at each of the administrations and over both semesters between elementary and secondary community experiences students. The data were then analyzed to compare these two groups and the control group which consisted of nine female secondary students and one male secondary student.

In addition to the steps described above, certain other data were analyzed from instruments for which no control feature was provided, that is, they were administered during the spring semester to community experiences students only.

Student observation journals were analyzed for changes in attitude toward behavior of young people, using criteria suggested by Maas in a similar study<sup>1</sup>; student self-ratings and supervisor-ratings were compared for agreement and for differences between elementary and secondary students; a sociometric quiz which indicated the extent of

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<sup>1</sup>See Appendix D.

acquaintanceship was analyzed for groupings and changes; a rating sheet on course activities yielded data on comparative student evaluations of their course experiences; finally, written comments from rating sheets, course evaluation summaries, and vocational data sheets were collected and discussed at appropriate points in the statistical analysis.

Keeping in mind that our ultimate purpose was the development of the community experiences course with especial reference to guidance tools and techniques, the findings and conclusions presented in Chapter IV were summarized under the following categories:

1. Effect of experiences of the course on prospective teachers.
2. Student characteristics related to sex, teaching level or a combination of sex or teaching level.
3. Variation in pattern of change related to sex, teaching level, or combination of sex and teaching level.
4. Value of specific course experiences.
5. Potential usefulness of tools and techniques.

The summary of findings and conclusions for each category, organized according to objective and test instrument where pertinent, forms the next section of this chapter.

## II. FINDINGS AND CONCLUSIONS

### Effect of Experiences of the Course on Prospective Teachers.

Null hypotheses were set up as to the occurrence of favorable changes in community experiences students in the



areas of attitude, interest, and adjustment. These hypotheses were tested by three designs: (1) comparison of community experiences students in the fall and spring semesters, (2) comparison of community experiences students with a control group matched by pairs, (3) comparison of community experiences students, grouped as secondary males and elementary females, with control group. Five instruments were used: California Test of Personality, Kuder Preference Record (Vocational), Guilford-Martin Personnel Inventory, Wandt Inventory of Teacher Opinion, Vocational Choice Data questionnaire (ES-1). In each case the null hypothesis was retained. The findings are briefly summarized at this point.

1. Area: Attitude  
Test: Wandt Inventory of Teacher Opinion

Both community experiences students and a matched control group made gains in total score but only the gain of the control group was significant. There was no significant difference between the amounts of change and no significant difference between the two groups in May.<sup>2</sup>

Subtest scores show significant gains for both the control group and the experimental matched group with no apparent profile of difference.<sup>3</sup>

When community experiences students were divided

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<sup>2</sup>Supra, pp. 95-6.

<sup>3</sup>Ibid.

into elementary and secondary groups for comparison with the control group, all three groups had in common (1) significant changes in total score, (2) significant changes in sub-test score for attitude towards pupils, and (3) lack of significant change in sub-test scores on attitude toward democratic classroom procedures.<sup>4</sup>

2. Area: Interest  
Test: Kuder Preference Record (Vocational)

None of the mean differences for community experiences students over fall or spring semesters in social service score were significant. Female students changed more during the fall than spring semester but the difference was not significant.<sup>5</sup>

3. Area: Adjustment  
Test: California Test of Personality

Mean differences for community experiences students in both self and social adjustment scores were greater over the fall semester than over the spring semester.<sup>6</sup>

Test: Guilford-Martin Personnel Inventory

Both groups (experimental community experiences students and matched control group) made significant changes in agreeableness and none in other areas during the spring

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<sup>4</sup>Supra, p. 100.

<sup>5</sup>Supra, p. 106.

<sup>6</sup>Supra, p. 115.

semester. There was no significant difference in the amount of change and no significant difference between the two groups in May.<sup>7</sup>

When community experiences students were divided into elementary and secondary groups for comparison with the control group, all three groups moved significantly on cooperativeness score, both elementary and control moved significantly on objectivity and agreeableness, and the only significant difference between movements was between elementary and secondary groups.<sup>8</sup>

Test: Vocational Choice Data (ES-1)

Analysis of the reasons given for choice of the teaching profession indicated that the control group made the only significant change.<sup>9</sup>

Analysis of the reasons given for choice of grade level disclosed no significant changes in common for elementary and secondary groups as compared with the control group.<sup>10</sup>

Analysis of the reasons given for choice of subject disclosed no significant change in either experimental or control group.<sup>11</sup>

Analysis of responses to queries about individual

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<sup>7</sup>Supra, p. 134.

<sup>8</sup>Supra, p. 135.

<sup>9</sup>Supra, p. 151.

<sup>10</sup>Supra, p. 155.

<sup>11</sup>Supra, p. 162.

needs in professional preparation indicated a significant change in secondary students only.<sup>12</sup>

None of the evidence from statistical treatment of quantitative data in this study supports the conclusion that experiences of prospective teachers in the community experiences course had a significant influence on the attitudes, interests and personal, social, or vocational adjustment of students enrolled. We have not thereby proved the contrary, that the experiences had no influence. On the other hand, whatever the instruments used measure, it must be accepted that the course was not instrumental in effecting changes in those directions in measurable amounts. There are several possible conclusions (not mutually exclusive):

1. There were, in fact, no influences of the course to be measured.
2. The instruments or techniques used did not measure such influences as did exist.
3. The influence of the course is not immediately apparent.
4. Personality change is a slow process requiring a correlated sequence of experience and theory over a longer period of time than the four months of the present study.

We can dismiss the first conclusion for several reasons. First, it negates the modern principle of human development that personality is the result of interaction between native capacity and environmental influence. We might then

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<sup>12</sup>Supra, p. 168.

qualify it by stating that the influence was not in the direction of attitudes, interests, or adjustment, except that this denies credence to subjective comments reproduced above as to the value of experiences with groups of children and youth.<sup>13</sup> Many students enrolled in the program indicated that they felt more secure in their choice of teaching as a profession or more definite in their choice of the age level which they wished to teach. Association with children ranked first in value on all three periodic rating sheets and in the number of favorable comments from all sources. It is difficult to read these expressions indicating a feeling of progress in vocational adjustment and accept a conclusion that attitudes and interests were not affected. But that objective instruments or techniques used failed to measure such influences as did exist is a possibility which cannot be denied and which suggests further research with other tools and techniques.

It is also possible that much of the influence of the course is of the delayed reaction type.<sup>14</sup> Thus students may find themselves developing in certain directions in future learning situations because of as yet uncrystallized

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<sup>13</sup>Supra, p. 151 ff. and p. 179 ff.

<sup>14</sup>This would not apply to the objective of helping the student validate choice of career and teaching level early in his college career.

attitudes having their genesis in the experiences afforded by the course.

The final suggestion that personality change is a slow process and requires a correlated sequence of experience and theory over an extended period has been documented as a trend in the development of teacher training programs.<sup>15</sup>

Student Characteristics Related to Sex, Teaching Level, or a Combination of Sex and Teaching Level

It has been pointed out above that the experimental group of community experiences students was composed of female elementary students and male, secondary, physical education students (with several exceptions such as male elementary; male, secondary, academic; female, secondary, physical education; and female, secondary, academic students --a total of six out of forty-six students), and that the control group consisted of ten secondary students, one male academic and nine female--five of the latter being physical education, two academic, and two vocational. It was also pointed out that significant differences attributable to sex, teaching level or combination of these became apparent in analysis of data according to the original designs.

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<sup>15</sup>Supra, p. 56 ff.

The findings in this respect fell into two classes, those in which (1) three groups were involved--the control, experimental elementary, and experimental secondary groups, and (2) two groups only were involved--the experimental elementary and experimental secondary groups. In the first class, conclusions as to sex characteristics depended on similar measurement of female elementary and female secondary as compared with the male secondary; conclusions as to characteristics related to teaching level depended on similar measurements of female secondary and male secondary groups as compared with female elementary students. In the second class, conclusions could only be drawn concerning the two groups as composed--female elementary and male, physical education, secondary--that is, the combination of sex and teaching level characteristics they represent.

The data used were largely those from the instruments indicated in the preceding section plus those from the Sociometric Quiz and the Self and Supervisor Evaluation Sheets. The findings and conclusions have been organized first according to type of conclusion and then as to area and instrument as in the preceding section. The conclusions are presented first, followed by the findings that support them and a footnote referring to original data in Chapter IV. The universality of significant differences between the groups involved warrants attention in future studies.

Findings and conclusions related to sex.

Area: Attitudes

Test: Wandt Inventory of Teacher Opinion

Female education students appeared to have more favorable attitudes towards groups a teacher contacts than male students.

The female groups (elementary and control) were higher than the male (secondary) group both in February and May on total scores and on all subtest scores except parents and teachers in May. Twenty out of a possible thirty-two scores were significantly higher. On the other hand there was no significant difference between the female groups in February or May total scores and in only four out of fourteen subtest scores.<sup>16</sup>

Area: Adjustment

Test: Vocational Choice Data (ES-1)

Female students appeared to be more socially oriented towards teaching at the end of the first year than male students.

In May both female groups (elementary and control) were significantly social in reasons for choice of teaching as a career while the male group was not, although the differences between none of the groups were significant.<sup>17</sup>

Findings and conclusions related to grade level.

Area: Attitudes

Test: Wandt Inventory of Teacher Opinion

Elementary students appeared to be more democratic and permissive than secondary students.

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<sup>16</sup>Supra, p. 100.

<sup>17</sup>Supra, p. 151.



Elementary means were higher than both secondary and control in February and May in all comparisons for pupils and democratic classroom practices; the differences were significant in all cases except one--the May, control, democratic practices comparison.<sup>18</sup>

Area: Adjustment

Test: Guilford-Martin Personnel Inventory

Elementary students appeared to be better adjusted than secondary students.

Elementary means were higher than both secondary and control in February and May on all scales except the February, secondary, Agreeableness comparison; three of these differences were significant.<sup>19</sup>

Area: Adjustment

Test: Vocational Choice Data (ES-1)

Secondary students appeared to be oriented toward self as to choice of subjects to teach.

Both secondary and control groups gave predominantly personal reasons for choice of subject and registered no significant change during the spring semester.<sup>20</sup>

Findings and conclusions related to a specific combination of sex and grade level.

Area: Interests

Test: Kuder Preference Record (Vocational)

Female elementary students appeared to be higher in social service interest than male, secondary, physical education students.

Female means were higher than male in October, February and May. None of these differences were significant,

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<sup>18</sup>Supra, p. 10.

<sup>19</sup>Supra, p. 135.

<sup>20</sup>Supra, p. 162.

but the February difference had a t-ratio of 2.00, with 2.13 necessary for the .05 level, and the May difference, the smallest of the three, would be significant with increase of the size of the sample to an N of twenty-one for both groups.<sup>21</sup>

Female elementary students showed a stable profile of high and low interests.

The majority of these students were above the 65th percentile in social service and persuasive interests and below the 35th percentile in outdoor, scientific, computational, and clerical interests in the October, February, and May administrations of the Record.<sup>22</sup>

Area: Adjustment

Test: California Test of Personality

Female elementary students appeared to be better adjusted than male, secondary, physical education students.

The female means for both self and social adjustment in October, February, and May were significantly higher except the May self adjustment mean. The elementary group remained ten points ahead in October, February, and May in social adjustment through a mutual gain of ten points in group means. In the self area elementary remained ahead but the difference was steadily decreased from 8.8 to 3.5.<sup>23</sup>

Test: Sociometric Quiz

Male, secondary, physical education students appeared to have a wider acquaintance circle than female, elementary students.

Using the number of times students could be named by fellow-students as an index, male students appeared in the lower of two bi-modal groups only six out of a possible forty-nine times in March, April, and May.<sup>24</sup>

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<sup>21</sup>Supra, p. 109.    <sup>22</sup>Ibid.    <sup>23</sup>Supra, p. 117.

<sup>24</sup>Supra, p. 139.

### Test: Self and Supervisor Evaluations

Female elementary students and their supervisors agreed closely on their evaluation of students' work in agency youth groups.

The small difference (.6) between the mean elementary students' ratings and the mean supervisors' rating was not significant.<sup>25</sup>

Male, secondary, physical education students rated themselves higher than their supervisors on students' work in agency youth groups.

The male students' mean rating was significantly higher than their supervisors' rating, with a t-ratio of 2.39.<sup>26</sup>

Supervisors rated female elementary students higher than male, secondary, physical education students on their work in agency youth groups.

The supervisors' mean rating of female elementary students was 6.7 points higher than that of male, secondary, physical education students, with a t-ratio of 2.24.<sup>27</sup>

### Variation in Pattern of Change in Students, Related to Sex, Teaching Level, or a Combination of Sex or Teaching Level.

#### Findings and conclusions related to sex.

Area: Adjustment

Test: Guilford-Martin Personnel Inventory

Female students appeared more amenable to personality

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<sup>25</sup>Supra, p. 172.

<sup>26</sup>Ibid.

<sup>27</sup>Ibid.

change than male students.

The female groups (elementary and control) changed significantly on all scales while the male (secondary) group did so only on the cooperativeness scale.<sup>28</sup>

Findings and conclusions related to grade level.

Area: Adjustment

Test: Vocational Choice Data

Elementary students were favorably influenced during the spring semester towards social reasons for choice of grade level as compared with secondary students.

All three groups were significantly personal in reasons for choice of grade level in February. The elementary group alone registered significant change to social reasons and was significantly higher than both secondary and control in May.<sup>29</sup>

Findings and conclusions related to a specific combination of sex and grade level.

Area: Adjustment

Test: California Test of Personality

Female elementary students and male, secondary, physical education students appeared to be favorably affected in the same degree during the freshman year as to self and social adjustment as measured by the California Test of Personality.

Although the significant difference between the elementary and secondary groups on self adjustment disappeared (because the change during the spring semester

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<sup>28</sup>Supra, p. 135.

<sup>29</sup>Supra, p. 155.

was significant for secondary and not for elementary), there was no significant difference in the amount of change for the two groups for either semester.<sup>30</sup>

#### Test: Vocational Choice Data

Male, secondary, physical education students registered favorable change as to awareness of professional needs although there is no evidence as to causation.

Since both the elementary and control groups were already oriented towards valid needs and registered no significant change, the question is legitimate--what did cause the significant change of the secondary group if the community experiences course did not?<sup>31</sup>

#### Value of Specific Course Experiences

The conclusions presented in this section were based on a rating scale and written subjective comments, the weaknesses of which have been previously acknowledged. Proof of results from individual activities in a constellation of activities such as were included in the community experiences course would logically depend on an experimental design permitting the elimination of one activity at a time from a control group. There is little point in such an experiment until instruments have been identified capable of measuring the combined influences of the course, and the unsatisfactory results with certain instruments in the present study have been reported above.<sup>32</sup>

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<sup>30</sup>Supra, p. 119.    <sup>31</sup>Supra, p. 168.    <sup>32</sup>Supra, p. 193.

In this section, then, have been summarized the results of analysis of data pertaining only to the experimental group and arising out of the ongoing activities of course during the spring semester. They are of value mainly in making decisions as to the desirability of change of emphasis in development of the course on the provisional assumption that all the activities are valuable if correctly administered.

As in the previous section the conclusion has been presented first, followed by the findings upon which it is based with a footnote to the tables and discussion presented in Chapter IV. The order in which they have been presented is of no significance, being merely that of appearance in Chapter IV.

Conclusion I. Students became more objective in reporting group contacts through use of observation journals.

The shift in emphasis was from judgmental and causal entries to observational, significant above the .01 level with chi-square of 19.74 (6.64 required). The number of students who made judgmental entries declined from eleven in February to six in May and for causal declined from twenty-five to thirteen.<sup>33</sup>

Conclusion II. Socialization of the class group was only partially realized.

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<sup>33</sup>Supra, p. 104.

Half of the students knew the names of less than half of their fellow students in May.<sup>34</sup>

Conclusion III. Student comment and rating as to the most valuable activities coincide with emphasis in this study on the value of (1) contact with children,<sup>35</sup> (2) self-evaluation,<sup>36</sup> and (3) personal conferences.<sup>37</sup>

On a rating sheet in March, April, and May, students rated "working with children" first and self-evaluation and conference activities in the next four places.<sup>38</sup>

Conclusion IV. General class sessions, writing and discussion of observation journals, and use of the text on child development need careful study and improvement.

These activities were consistently in the bottom ranks on rating sheets and received the most adverse comments.<sup>39</sup>

### Potential Usefulness of Tools and Techniques

Having gathered, analyzed, and summarized data from various test instruments, the original question remains, "Are any of these processes worth incorporating into the activities of the Community Experiences for Prospective Teachers course for purposes of evaluation or guidance?". The answer to this question depends, in the final analysis,

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<sup>34</sup>Supra, p. 139.

<sup>35</sup>Supra, p. 33.

<sup>36</sup>Supra, pp. 47-53.

<sup>37</sup>Supra, p. 68.

<sup>38</sup>Supra, pp. 177-82.

<sup>39</sup>Supra, pp. 186-89.

on judgments as to the most profitable use of time available in or out of the classroom by students or staff.

The answer would be quite clear if we could point to tests measuring accepted objectives which demonstrated significant changes during the period covered by the course. These tests could then be used in the process of evaluation of the course by identifying fruitful activities and those requiring attention. Students could be aided in self-evaluation and in planning professional programs by pointing out areas of comparative accomplishment or need. That this is not the case has been pointed out. Certainly it has not been proven that the instruments used will not measure influences of the course under any circumstances, but a reasonable doubt to that effect is a charitable conclusion. As was suggested earlier, the accomplishment of significant personality changes may be a matter of coordinated efforts over a much longer period of time. At any rate, the evidence does not support a recommendation that the standardized tests and techniques of analysis used in this study be retained for purposes of evaluation of the course. For purposes of emphasis this has been restated as:

Conclusion I. None of the standardized tests used in this study contributed evidence useful for evaluation of the course, Community Experiences for Prospective Teachers.

The term standardized was used advisedly in the above



conclusion in order to exclude the two instruments developed for the study, Vocational Choice Data Sheet (ES-1) and Periodic Rating of Course Activities (ES-4). In view of the negligible cost, the simplicity and small amount of time required, the subjective comments and the analysis of data presented in Chapter IV should warrant the retention of these instruments both for curricular data and for individual counseling. This view has been restated as:

Conclusion II. Evidence from Vocational Choice Data Sheet and from the Periodic Rating of Class Activities appears useful for personal counseling and for course development.

Finally, the data summarized in Figure 14 indicate that all of the tests and instruments used produced evidence of significant differences between male and female, elementary and secondary, or male physical education and female elementary students. The universality of this phenomenon attests to its validity and suggests the value of its use in the training program. This use would appear to be in one or all of three directions.

1. Use by the instructor in providing for differentiation in emphasis within the course between the obvious grouping of freshman education majors into male and female, elementary and secondary.

2. Use in the professional training program at some point as training material in development of the guidance point of view, e.g., the desirability of utilizing

CONCLUSION	INSTRUMENT
<b>Concerning Characteristics</b>	
Related to sex	
<ul style="list-style-type: none"> <li>-Female students have more favorable attitudes towards groups &amp; teacher contacts</li> <li>-Female students are more socially oriented</li> </ul>	Wandt Inventory of Teacher Opinion Vocational Choice Data
Related to grade level	
-Elementary students are more democratic	Wandt Inventory of Teacher Opinion
-Elementary students are better adjusted	Guilford-Martin Personnel Inventory
-Secondary students are oriented towards self as to choice of subjects	Vocational Choice Data
Related to combination of sex and grade level	
-Female elementary students are higher in social service interest	Kuder Preference Record
-Female elementary students are better adjusted	California Test of Personality
-Male secondary physical education students had the wider acquaintance circle	Sociometric Quiz
-Female elementary students evaluate themselves more realistically than male secondary physical education students	CLP-8,9, Self and Supervisor Evaluation
<b>Concerning Changes During Freshman Year</b>	
Related to sex	
-Female students more amenable to change	Guilford-Martin Personnel Inventory
Related to grade level	
-Elementary students became more social in reasons for choice of grade level	Vocational Choice Data
Related to combination of sex and grade level	
-No distinction between self and social adjustment in amount of change for either group	California Test of Personality
-Male secondary physical education students registered favorable change as to awareness of professional needs. Female elementary and secondary students were significantly favorable at the start	Vocational Choice Data

FIGURE 14

SUMMARY OF CONCLUSIONS CONCERNING DIFFERENCES OBSERVED IN  
FRESHMAN EDUCATION STUDENTS RELATED TO SEX, GRADE LEVEL  
OR COMBINATION OF THESE CHARACTERISTICS

data on group differences within a class in making instructional plans.

3. Use in guidance program by building up local norms for such groups to be used in interpreting personality data to students in a self-evaluation program. This is especially important in respect to the use of the California Test of Personality in counseling freshmen. Evidence suggests that interpretation of personality test results based on national norms is not justified in the first part of the freshman year.

Conclusion III. All instruments used produced evidence of group trends indicating different characteristics and needs on the basis of sex and/or grade level.

### III. RECOMMENDATIONS

#### Concerning the Program

1. Community experiences should be utilized in a reciprocating relationship with theory courses throughout the training program.<sup>40</sup> The entire faculty should be available for student conferences concerning problems arising. The director's duties should be scheduling community agency opportunities and faculty conferences, conducting personal counseling sessions and small group seminars.

2. General sessions should be abandoned or planned for individual participation through small group reports to the session--e.g., bringing in of valuable seminar results.

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<sup>40</sup>See supra, p. 17 ff., proposed Texas standards.

3. Some definite use of text should be planned--e.g., small group reports on age level basis with observations as to accuracy of text generalizations in agency situations.

4. Observation journals should provide for factual anecdotal observation and frankly tentative multiple hypotheses as to causation, with the students' stage of psychological sophistication in mind. Extra help and attention needs to be given to non-verbal students.

5. The aim of the guidance program should be to stimulate self-evaluation and to illustrate the value and use of tools and techniques.

#### Concerning the Use of Tests

1. Use of the Kuder Preference Record (Vocational) in April to illustrate stability of interest profile (in comparison with September administration to all freshmen) and its value in vocational planning.

2. Use of Vocational Choice Sheet for counseling data.

3. Use of the Periodic Rating Sheet for short term adjustment of course emphasis.

4. Use of the California Test of Personality, The Guilford-Martin Personnel Inventory, and the Wandt Inventory of Teacher Opinion to illustrate group differences related to sex or grade level objective.

#### IV. SUGGESTED RESEARCH

1. Investigate changes in personality test scores in (1) senior year in high school, (2) first month in college, and (3) ninth month in college.

2. Investigate influence of sex, grade level, and subject matter objective on personality profiles with larger groups.

3. Investigate further the reciprocal relation of personality, group structure, and changes in attitude.

4. Investigate the reason for the higher evaluation of elementary students by themselves and their supervisors'. Does it correlate with school marks?

5. Investigate the reason for the stability of the Projective-Introjective Index in the fall for secondary students and in the spring for elementary students.

6. Compare student-teaching grades of community experiences students with non-community experiences students.

7. Compare teaching success of community experiences students with non-community experiences students.

8. Refine the categories developed in this study for the Vocational Choice Data Sheet.

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\*The numbers following bibliography entries in parentheses indicate the nature of the reference according to the following code:

- I. Use of community experiences in teacher training
  1. Objectives for
  2. Description of programs
  3. Surveys of extent and quality
  4. Related research
  5. The community school
- II. Evaluation
  6. General considerations
  7. Statistical techniques
  8. Self-evaluation
  9. Test descriptions
- III. Guidance
  10. Training vs. selection
  11. Teacher personality
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**APPENDIX A**

**ORIENTING MATERIALS FOR  
COMMUNITY EXPERIENCES  
FOR PROSPECTIVE  
TEACHERS**



COMMUNITY LABORATORY PROGRAM  
Leadership and Observation Experiences  
for  
Prospective Teachers

Prepared By

HAROLD R. BOTTRELL

College of Education  
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March, 1951

Leadership and Observation Experiences for Prospective Teachers

## Purpose of the Program

This program is designed to give prospective teachers carefully directed and supervised access to experiences with children and youth in community situations. These experiences consist of opportunities to serve in leadership roles in the group work programs of community agencies. A basic aim of the program is opportunities for prospective teachers to participate in teacher-leader roles in the non-school activities and experiences of children, this participation to occur early in their preparation for teaching in order that it may become central and characteristic in their professional education. To this end, community laboratory experiences are an arrangement by means of which the prospective teacher becomes engaged in studying, concurrently, boys and girls of the age he expects to teach, the community, and his preparation for teaching.

## Value to Students

This program is viewed as a medium for training-in-leadership, as contrasted with the provision of trained leadership. For the students involved it is an orientation and finding-out experience through which it is expected they will be enabled:

1. to decide more adequately whether they want to teach;
2. to discover what age groups they can work with most effectively and happily;
3. to find out what areas of the program of professional preparation for teaching they need to give special attention.

This program is premised, fundamentally, on the personnel point of view with reference to the students participating in it. At the same time, it is premised on the service point of view with reference to the community agencies cooperating in it.

It is expected that the problems met, the services rendered, and the learning done in the program will produce students who see teaching as providing ways and means through which boys and girls may grow and develop into well-adjusted and effective members of the groups to which they belong and of the communities in which they live.

## Core Course in the Program

Central in The Community Laboratory Program is the following course:

EED - SED 231 - COMMUNITY EXPERIENCES FOR PROSPECTIVE TEACHERS. Directed participation in children's and youth programs of cooperating community agencies. Study and observation of needs and characteristics of boys and girls, social environment, relationships with schools and teaching.

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\*\* With special reference to EED-SED 231 - COMMUNITY EXPERIENCES FOR PROSPECTIVE TEACHERS.

The activities incorporated in this course require prospective teachers to carry forward five inter-related functions:

1. working with a group of boys and girls;
2. observing the characteristics, needs, and behavior of boys and girls;
3. exploring community environment and influences;
4. interpreting their own experiences and leadership;
5. improving their own understandings and skills in working with groups and individuals.

This course provides a sequence of observational and investigative problems through which laboratory experiences in leadership activities and classroom instruction are correlated. (See Study-Observation Guide.) Each problem involves:

1. becoming familiar with characteristics and needs of boys and girls;
2. recording and reporting observational data from a particular group of boys and girls;
3. stating in considerable detail what the task of the school is.

Thus, students are guided and assisted as they learn how to obtain and use data about children and communities in relation to the professional and citizen activities of the teacher. As they accumulate experience in working with people, and practice in social leadership, it is expected that they will increasingly exemplify the principle: WE LEARN TO DO WHAT WE DO AS WE LEARN--- and realize that "SKILL TO DO COMES OF DOING".

This course follows one in the freshman year, titled "Introduction to American Education", in which the student takes a battery of mental, interest, aptitude, and vocational tests, followed by a counseling interview. These data are utilized by the Director of the Community Laboratory Program in counseling the student on his participation in leadership and observation experiences. X

"Community Experiences for Prospective Teachers" is followed by courses in Educational Psychology, Child or Adolescent Psychology, Curriculum, Student Teaching, Guidance, and Special Methods of Teaching.

#### Services of Resource Persons

"Community Experiences for Prospective Teachers" is set up as a laboratory course to be taught and coordinated by the Director of the Community Laboratory Program. Members of the staff of the College of Education and members of the staff of cooperating community agencies are utilized as resource persons. They are drawn upon in such capacities as the following;

1. presentation of basic concepts and information;

2. discussion of problems;
3. assistance in planning;
4. training in needed skills;
5. counseling on personal and professional problems and plans;
6. evaluation of leadership and observation experiences.

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### Distribution of Student Time

The student, upon enrollment in the course, commits three campus hours per week and two laboratory (or community) hours per week to the Community Laboratory Program. In general plan, one of the campus hours is devoted to instruction in relatively large groups, a second hour is used for instruction in small groups with the assistance of resource persons, and the third hour is placed at the disposal of cooperating community agency personnel, either on campus or in the community. This third hour, which may be thought of as an additional laboratory hour, affords cooperating community personnel opportunity to meet, confer, and counsel with individuals and groups on a regularly scheduled basis, giving them opportunity, thereby, to exercise their cooperating supervisory functions. The two laboratory hours provide for scheduled student time for participation, on a regular weekly basis, in an assigned group work leadership activity in a cooperating community agency.

### Program Structure

The basic structure of the Community Laboratory Program consists of three articulated elements:

1. in the University, the students enrolled in a given course;
2. in the community, cooperating group work agencies;
3. between the University and the community, a pattern of cooperative arrangements for participation and supervision.

The designated administrative officer of the program for the University is the Director of the Community Laboratory Program. His functions include:

1. teaching "Community Experiences for Prospective Teachers";
2. administering the Community Laboratory Program;
3. coordinating staff services;
4. counseling participating students;
5. placing participating students;
6. visiting participating students at work;
7. visiting cooperating agencies;
8. conferring with cooperating supervisory personnel;
9. receiving reports;
10. maintaining records;
11. preparing annual report;
12. extending program services and opportunities;
13. representing the University in inter-agency meetings.

With respect to supervisory functions, a considerable part of the Director's time is spent in the field visiting the student at work and conferring with cooperating agency personnel. He has, necessarily, to move back and forth between the instructional and laboratory aspects of the program. It is hoped, particularly, that cooperating agency personnel may participate in many ways in the on-campus aspects of the program.

### Operational Sequence

The Director of the Community Laboratory Program maintains a current file of group work leadership opportunities, consisting basically of "job description" data provided by cooperating agencies. (See Form CLP-1.)

The Director also maintains a cooperating agency file in order to keep current the group work leadership opportunities available, the opportunities being utilized, and the cooperating agency personnel participating in the program. Information sheets on each cooperating agency are available for student reference. (See Form CLP-1B.)

It is assumed, given detailed job descriptions, that the Director will match as far as personnel makes possible the job to be done with a student who can do the job. To this end, the student initiates his participation by submitting an application or placement information blank (See Form CLP-2) to the Director and scheduling a placement interview.

Upon placement, the student arranges an appointment with the cooperating agency person designated as the supervisor of the group activity to which he is assigned. At the ensuing conference the student presents the original of his assignment form. (See Form CLP-3.)

When the assignment has been effected, the cooperating agency person fills out and signs the form certifying placement and verifying assignment details. (See Form CLP-4.) This form is returned to the Director by the student. Upon its receipt, the above assignment information is recorded on the student's cumulative leadership record form. (See Form CLP-5)

Assignments are made on a semester basis. At the end of the third week of the student's service period, he submits a report indicating his adjustment to the work he is doing, his satisfaction with his ability to do it, and any assistance he feels he needs. (See Form CLP-6.) At the same time, his cooperating agency supervisor submits a parallel form indicating agency satisfaction with his services and any help the student needs. (See Form CLP-7.)

When these reports are studied, any instances of unsatisfactory assignment or unsatisfactory job performance become the subject of conferences between the Director, the student, and the cooperating agency supervisor. In cases where an adequate on-the-job adjustment can not be assured, any one of the three parties involved may request termination or transfer.

At the conclusion of the student's period of group work leadership service he submits an evaluation of his experiences. (See Form CLP-8.) Likewise, his cooperating agency supervisor submits an evaluation of his services. (See Form CLP-9.) Subsequently, the student has an evaluative interview with the Director of the Community Laboratory Program. These data are summarized on the student's cumulative leadership record form and become part of the student's pre-service teacher education file. As such, they are utilized in counseling on his professional preparation for teaching.

#### Program Review and Report

All program data are carefully reviewed at the end of each semester and an annual report is prepared at the end of each school year.

#### Program Library

A library of program and agency materials is maintained in the office of the Director. Special attention is given to bulletins and reports descriptive of the purposes and activities of community agencies and to their manuals, handbooks, workers' guide materials, training materials, graphic materials, charts, maps, and so on.

#### Criteria for Laboratory Experiences

Implicit in the arrangements between the University and cooperating community agencies is a mutual guarantee to protect and respect the welfare of the College of Education, the community agency, the student, agency personnel, and, particularly, boys and girls. Equally implicit is a guarantee to protect and respect the programs of all groups participating in the Community Laboratory Program. To these ends, the following statements of criteria are offered for the guidance of the College of Education and cooperating community agencies in determining those laboratory opportunities that most adequately and mutually meet the educational and service objectives of the Community Laboratory Program.

The College of Education, concerned as it is about group leadership as a laboratory experience for prospective teachers, inquires if a given opportunity meets such criteria as the following:

1. Is it a group work situation?
2. Is it part of an organized program?
3. Does it operate under trained supervisory personnel?
4. Is participation in in-service training available?
5. Is continuity with a group assured?
6. Does it have genuine interest for students?
7. Is it within the ability of students?
  - Is it something for which the student can be trained on the job?
  - Is it something for which the student can be pre-trained?

8. Is time for supervisory planning and counselling assured?
9. Is the agency willing to work on an in-training basis with students beginning their pre-service preparation for teaching?
10. Will relationships to teaching be emphasized?

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Cooperating community agencies, concerned as they are about good group work experiences for boys and girls, inquire if the student leadership offered meets such criteria as the following:

1. Is the welfare of the boys and girls adequately protected?
2. Does the student meet the training and experience qualifications for the job?
3. Is the student intelligently aware of agency purposes, program, and procedures?
4. Can the student uphold agency standards?
5. Is the student genuinely interested in boys and girls? in teaching?
6. Is the student willing to work hard?
7. Is the student dependable? punctual?
8. Is the student able to take suggestions and criticism and profit from them?
9. Can the student prepare adequate and accurate reports and submit them properly and on time?
10. Will the University give the student promptly the help his job performance indicates he needs?

#### Participation of Other Students

Thus far attention has been given to the Community Laboratory Program as the operating vehicle for EED - SED 231. In addition to this special function, it is designed also to extend opportunities for community participation experiences to students not enrolled in the above course.

Students who wish to continue participation in group work leadership responsibilities beyond one semester may arrange to do this through the Director. In keeping with the administrative plan of the program, all such assignments are made a matter of record between the Director and the cooperating community agency.

All education students need to become informed and skilled with respect to the community as a learning environment for the boys and girls they will be teaching. Particularly, they need both instruction and practical experience in group participation and group leadership. Insofar as laboratory opportunities allow, and insofar as adequate liaison is assured, arrangements are made to accommodate them.

Students other than those entering the teaching profession may want to participate in the program. Insofar as possible, their participation should be sponsored and facilitated. In other words, the Community Laboratory Program is viewed as a referral and placement center for the University as a whole.

## Community Excursions Bureau

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A special function of the Community Laboratory Program is the Community Excursions Bureau, which arranges and conducts trips and tours to community agencies and to other areas and places in the community of special interest to teachers. Plan sheets are available for reference. The Director is available as a resource person to help classes and groups plan community tours and field trips. The Community Excursions Bureau also handles arrangements for group visits to individual agencies and for participation in special events and activities of community agencies.

## Research Facilities

The Director of the Community Laboratory Program offers the facilities of his office to students and groups interested in carrying on visitations and research projects in school and community problems. Requests from students working at the graduate level are given special consideration and attention.

## Interneships

Carefully selected advanced students may be offered opportunities as program assistants. The more advanced of such assignments will be in the nature of interneships.

## Clearing-House on Agency Affairs

As a matter of course, the office of the Director of the Community Laboratory Program becomes an information center and clearing-house on activities, projects, and meetings of community agencies. His office will maintain a calendar of such events for student and staff reference.

Invitations and opportunities to participate in cooperating agency events and affairs are called to the attention of students and staff. One of the designated functions of the Director is to see that the University responds to invitations and is represented at agency and inter-agency functions and events.

## Special Services of College of Education

In addition to services of the College of Education indicated earlier, several areas of special services are involved.

In cooperation with community agencies, it may offer occasional training institutes, short courses, and work conferences. Such activities are directed toward increasing the understanding and upgrading the skills of those participating. Such groups would be composed of students, teachers, University staff, agency personnel, and laymen working in the areas of community service and group leadership.



In the other direction, services of the staff of the College of Education are available for similar activities carried on under community agency sponsorship. Opportunities for participation as members in such activities are welcomed.

Of particular interest are special service activities that may be undertaken jointly by the University and community agencies.

The College of Education may, either through the Community Laboratory Program, as a service to it, or as a service to community agencies, involve itself in sponsoring and conducting field studies and surveys, providing research consultant services, and acting in advisory capacities in community study projects.

### Organizational Chart

The chart on the following page depicts the organizational plan of the Community Laboratory Program.

### Program Materials and Forms

The development, administration, and operation of such a program requires an articulated series of forms for reporting and record-keeping purposes. In the following pages are presented, first, the face sheet for the Study-Observation Guide to be used in the course "Community Experiences for Prospective Teachers," and, second, Forms CLP-1, -1B, -2, -3, -4, -5, -6, -7. (See p. 2; 4-5.)

### Concluding Statement

The Community Laboratory Program is planned to provide prospective teachers with opportunities and experiences designed to help them develop into child-wise, community-wise, and education-wise members of the teaching profession. These aims can be best achieved by their becoming actively involved at first-hand in real-life teaching-learning situations. Leadership is best learned through guided experiences in leading. Professional interests, understandings, and competencies are developed best in action-related situations.

The Community Laboratory Program provides a functional combination of study, participation, observation, and evaluation activities through which prospective teachers may develop a basic personal, social, and professional foundation for their further preparation for service to boys and girls, to schools, and to communities.

COMMUNITY LABORATORY PROGRAM

Leadership and Observation Experiences for Prospective Teachers

Organizational Chart

Community Laboratory Program			
Community Agencies	DIRECTOR	College of Education	
Group Work Leadership Opportunities	IED - SED 231	Special Services	
	Community Excursions Bureau	training institutes	short courses
	Agency Affairs Calendar	work con- ferences	
		Field Studies and Surveys	Consultant Services

H.S.A. B.S. G.S. C.G. 4-H YWCA YMCA S.A. H.R.A. CH.

-----  
H.S.A. - Houston Settlement Association  
B.S. - Boy Scouts  
G.S. - Girl Scouts  
C.G. - Campfire Girls  
4-H - 4-H Clubs  
YWCA - Young Womens Christian Association  
YMCA - Young Mens Christian Association  
S.A. - Salvation Army  
H.R.A. - Houston Recreation Association  
CH. - Church Programs  
- Others

# COMMUNITY EXPERIENCES FOR PROSPECTIVE TEACHERS

EED - SED 231

## Study-Observation Guide

236

As foundational preparation for service in the teaching profession, this course has three basic aims:

1. to build know-how-ability and can-do-ability in understanding and helping boys and girls;
2. to develop sensitivity and resourcefulness in relation to the community setting in which boys and girls live and schools operate;
3. to acquire the concepts and competencies that make for good teaching.

This Study-Observation Guide provides the sequence of observational and investigative problems through which the laboratory and instructional activities of this course are correlated. Each problem involves:

1. becoming familiar with characteristics, needs, and behavior of boys and girls (by age groups);
2. recording and reporting observational data from a particular group of boys and girls;
3. stating in considerable detail what the task of the school is.

A plan sheet providing questions, references, and suggestions has been developed for each study-area.

### Study-Areas

- |       |  |
|-------|--|
| Ap-   | 1. Orientation and Induction   |
| prox- | 2. Personality Patterns of Boys and Girls  |
| im-   | 3. Interests and Abilities of Boys and Girls   |
| ate-  | 4. Recreational and Leisure-Time Activities of Boys & Girls  |
| ly    | 5. Health and Physical Growth of Boys and Girls  |
| two   | 6. The Peer Culture of Boys and Girls  |
| weeks | 7. Home and Family Relationships of Boys and Girls   |
| for   | 8. Community Experiences of Boys and Girls   |
| each  | 9. Evaluation  |
| area  | Optional: 1) a "case study" of a) an individual<br>b) a group activity<br>2) analysis of attitudes toward school |

It is suggested that the above study-areas be used as headings for a folder file system for observational notes, with each notation identified by date, names, situation. Notations are most helpful when they provide objective description of what happened, what was said, what was done, who did what to whom, with whom, and how, and so on.

HRB

FOR:  
Agency

COMMUNITY LABORATORY PROGRAM

Form  
CLP-1

Group Work Leadership Description Blank

237

This form is designed to obtain a detailed description of a specific opportunity for student leadership in a particular group work activity.\*

The information provided is utilized for student placement and in program planning.

-----  
Agency \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Identifying Group Data:

Name of group \_\_\_\_\_ Age Range \_\_\_\_\_

Number in group \_\_\_\_\_ Number of boys \_\_\_\_\_ Number of girls \_\_\_\_\_

Place of meeting of the group \_\_\_\_\_

Time of meeting of the group: from \_\_\_\_\_ AM PM to \_\_\_\_\_ AM PM \_\_\_\_\_ days of week

Job Description Information:

Major activities of the group \_\_\_\_\_

Leadership services needed \_\_\_\_\_

Qualifications ESSENTIAL \_\_\_\_\_

Qualifications DESIRABLE \_\_\_\_\_

-----  
\* Accompanying Form CLP-1A is designed to serve as an abbreviated master list of all group leadership opportunities available to students in a particular agency.

Supervision:

Supervisory services extended \_\_\_\_\_

Participation expected in staff and planning activities \_\_\_\_\_

Reports and records to be submitted \_\_\_\_\_

Cooperating supervisor \_\_\_\_\_ Telephone \_\_\_\_\_

Office location \_\_\_\_\_ Hours on duty \_\_\_\_\_

Preferred time for conference appointments \_\_\_\_\_ day \_\_\_\_\_ hour

Return to:

Harold R. Bottrell

College of Education

University of Houston

\_\_\_\_\_  
Agency\_\_\_\_\_  
Director-----  
Use space below for additional information

FOR:  
Agency  
File-CLP

COMMUNITY LABORATORY PROGRAM  
Group Work Leadership Opportunities  
Master List

Form  
CLP-1A  
239

Date \_\_\_\_\_

Agency \_\_\_\_\_ Address \_\_\_\_\_

ACTIVITY:	: E.g.,	:	:	:	:
	: Girl	:	:	:	:
	: Scouts	:	:	:	:
Students:	: 12	:	:	:	:
Needed :	: Women	:	:	:	:
No.& Sex:	:	:	:	:	:
Sex--Age:	: Girls	:	:	:	:
of Group:	: 12 - 15	:	:	:	:
Time of :	: Tuesday or	:	:	:	:
	: Thursday	:	:	:	:
Meeting :	: 3:00-4:30	:	:	:	:
No.Hours:	: $\frac{1}{2}$ -planning	:	:	:	:
	: $1\frac{1}{2}$ -meeting	:	:	:	:
Involved:	: $\frac{1}{2}$ -report	:	:	:	:
	: * staff	:	:	:	:
Weekly :	: 3rd Friday	:	:	:	:
Leader-	:	:	:	:	:
ship :	: Assisting	:	:	:	:
	: adult	:	:	:	:
Re- :	: leader	:	:	:	:
	: (more as	:	:	:	:
spons-	: ready)	:	:	:	:
ibil-	:	:	:	:	:
ities :	:	:	:	:	:
	:	:	:	:	:
Skills :	: must have	:	:	:	:
	: been a	:	:	:	:
Essen-	: Scout	:	:	:	:
tial :	:	:	:	:	:
	:	:	:	:	:
Skills :	: Crafts	:	:	:	:
	: singing	:	:	:	:
Desir-	: dramatics	:	:	:	:
	: camping	:	:	:	:
able :	:	:	:	:	:
	:	:	:	:	:
Com-	: with really:	:	:	:	:
	: good adult :	:	:	:	:
ments :	: leaders;	:	:	:	:
	: attend staff	:	:	:	:
	: meetings;	:	:	:	:
	: training	:	:	:	:
	: institutes	:	:	:	:
	:	:	:	:	:

FOR:  
Student

COMMUNITY LABORATORY PROGRAM

Form  
CLP-2

Placement Information Blank

240

This space  
for  
photo

: Each student enrolled in EED 231 and SED 231  
: participates as a group leader, with children  
: or youth of the approximate age he expects to  
: teach, in one of the community agencies coop-  
: erating in the program.  
: The purpose of this form is to obtain a de-  
: tailed statement of your experiences and skills  
: related to group work leadership.  
: Your interests and qualifications will be con-  
: sidered carefully in your placement interview  
: in an effort to match your needs and abilities  
: with a leadership activity you can perform suc-  
: cessfully. Therefore, provide the information  
: requested in as accurate detail as possible.

-----  
Personal Information:

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

last name

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Fr. 1-2; So. 1-2; Jr. 1-2; Sr. 1-2 Education Adviser \_\_\_\_\_

(circle to show classification)

Field(s) of interest in teaching \_\_\_\_\_

\_\_\_\_\_  
education courses completed

\_\_\_\_\_  
education courses in progress

Experience: (membership and activities in groups and organizations)

Group or organization	Nature of activity	Leadership roles	Time(yrs;mos)
-----------------------	--------------------	------------------	---------------

Current leadership experiences with children or youth (be specific) \_\_\_\_\_

Work Experience:

241

place of work	nature of work done	supervisor	dates

Leadership Skills and Abilities: (check ONCE those activities in which you have had some experience and training; check TWICE those activities in which you feel competent to provide leadership services)

_____ Athletics Program	_____ Boy Scouts Program
_____ Girl Scouts Program	_____ Campfire Girls Program
_____ Girl Reserves Program	_____ 4-H Club Program
_____ YWCA Program	_____ YMCA Program
_____ Club Activities	_____ Dramatic Activities
_____ Handicrafts Activities	_____ Woodcraft Activities
_____ Playground Program	_____ Supervised Play Activities
_____ Puppetry Activities	_____ Story Telling
_____ Social Games	_____ Photography
_____ Art Activities	_____ Music Activities
_____ Game Room Activities	_____ Folk Dancing
_____ Library Activities	_____ Nursery; Child-Care Program
_____ Church Recreation Activities	_____ Indoor Games Program
_____ Sunday School Program	_____ Home Arts Activities
_____	_____
_____	_____
_____	_____

Preferred Assignment: (give three choices, if possible)\*

First: \_\_\_\_\_  
                     activity                                    agency                    days & hours

Second: \_\_\_\_\_

Third: \_\_\_\_\_

Transportation available: \_\_\_\_\_ city bus \_\_\_\_\_ automobile

\* Note: consider your needs, as well as your interests and abilities!!



Schedule: (show ALL obligated time; be specific)

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
AM 8:00:	:	:	:	:	:	:	:
9:00:	:	:	:	:	:	:	:
10:00:	:	:	:	:	:	:	:
11:00:	:	:	:	:	:	:	:
PM 12:00:	:	:	:	:	:	:	:
1:00:	:	:	:	:	:	:	:
2:00:	:	:	:	:	:	:	:
3:00:	:	:	:	:	:	:	:
4:00:	:	:	:	:	:	:	:
5:00:	:	:	:	:	:	:	:
6:00:	:	:	:	:	:	:	:
7:00:	:	:	:	:	:	:	:
8:00:	:	:	:	:	:	:	:
9:00:	:	:	:	:	:	:	:

Return to: Harold R. Bottrell, College of Education, University of Houston.

-----  
Use space below for additional information and questions

Form  
CLP-3  
243

Date \_\_\_\_\_

## Agency Notations

FOR:  
Agency Supervisor

COMMUNITY LABORATORY PROGRAM

Acceptance Form

Form  
CLP-4  
244

Date \_\_\_\_\_

Student \_\_\_\_\_  
last name

This student has been interviewed and accepted for the following assignment:

Name of group to which assigned \_\_\_\_\_

Place of meeting of the group \_\_\_\_\_

Time of meeting of the group: from \_\_\_\_\_ AM PM to \_\_\_\_\_ AM PM \_\_\_\_\_ days of week

Leadership responsibilities assigned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return to:  
Harold R. Bottrell  
College of Education  
University of Houston

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Cooperating Supervisor

-----  
Remarks and Suggestions

COMMUNITY LABORATORY PROGRAM

Form  
CLP-5

Cumulative Leadership Record Form

245

Student \_\_\_\_\_ Education Adviser \_\_\_\_\_  
-----

Agency \_\_\_\_\_ Cooperating supervisor \_\_\_\_\_

Period of service: beginning \_\_\_\_\_ ending \_\_\_\_\_

Name of group to which assigned \_\_\_\_\_

Place of meeting of the group \_\_\_\_\_

Time of meeting of the group: from \_\_\_\_\_ AM PM to \_\_\_\_\_ AM PM \_\_\_\_\_  
days of week

Leadership responsibilities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's evaluation (summary) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Cooperating supervisor's evaluation (summary) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Director's comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_  
-----

Observational data from other sources

FOR:  
Student:

COMMUNITY LABORATORY PROGRAM

Form  
CLP-6  
246

Third Week Report

This report is designed to help you begin to evaluate early in your laboratory experience in group leadership the work you are doing and the satisfactions you are obtaining through it. It directs your attention to: 1) your adjustment to the situation; 2) your ability to meet the demands of your assignment; 3) assistance you feel you need.

Agency \_\_\_\_\_ Date \_\_\_\_\_

Group to which assigned \_\_\_\_\_

Place of meeting of the group \_\_\_\_\_

Time of meeting of the group: from \_\_\_\_\_ AM PM to \_\_\_\_\_ AM PM \_\_\_\_\_ days of week

Assigned leadership responsibilities \_\_\_\_\_

Observations on adjustment to situation \_\_\_\_\_

Observations on ability to do work \_\_\_\_\_

Observations on work performance \_\_\_\_\_

Supervisory services provided \_\_\_\_\_

Suggestions on developmental needs and ways to pursue them:

\_\_\_\_\_ through the agency

\_\_\_\_\_ through the University

Return to:  
Harold R. Bottrell  
College of Education  
University of Houston

\_\_\_\_\_  
Student:

Note: You may want to show this to your cooperating supervisor before submitting it. (Use back of page for additional remarks)

FOR:  
Agency Supervisor

COMMUNITY LABORATORY PROGRAM

Form  
CLP-7

Third Week Report

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This report is designed to assure both the cooperating community agency and the University that: 1) the student is making satisfactory adjustment in his leadership activity; 2) he is giving evidence of ability to meet acceptably his assigned responsibilities; 3) he is showing readiness to learn and improve; 4) his needs are being identified and are receiving attention.

Student \_\_\_\_\_ Date \_\_\_\_\_

last name

Group to which assigned \_\_\_\_\_

Place of meeting of the group \_\_\_\_\_

Time of meeting of the group: from \_\_\_\_\_ AM PM to \_\_\_\_\_ AM PM \_\_\_\_\_ days of week

Assigned leadership responsibilities \_\_\_\_\_

Observations on adjustment to situation \_\_\_\_\_

Observations on ability to do work \_\_\_\_\_

Observations on work performance \_\_\_\_\_

Supervisory services provided \_\_\_\_\_

Suggestions on developmental needs and ways to pursue them:

through the agency

through the University

Return to:  
Harold R. Bottrell  
College of Education  
University of Houston

Cooperating Community Agency

Cooperating Agency Supervisor

Note: You may want to show this to the student before submitting it.  
(Use back of page for additional remarks)

A Guide to What We Do and Who Does What

## Introductory Statement

This is a laboratory-type course and, as such, is a part of our professional laboratory program for prospective teachers. It is designed to help you 1) understand boys and girls of the age you expect to teach, 2) understand the community setting in which they live, 3) understand the school as a social institution. It is believed that the skills needed to make these understandings work for you can be best acquired through first-hand experiences with boys and girls. Group work agencies in this community share these beliefs and cooperate by providing opportunities for you to work with groups of boys and girls under their supervision.

## General Plan

There is one general meeting of all students each week. This meeting is used for a number of purposes, depending upon what is felt to be of most importance at the time. Problems of general interest are discussed. Procedures are clarified. The purposes, organization, and methods of cooperating agencies are presented by agency personnel. Demonstrations of various ways of working in groups and with groups are conducted. Information on modern developments in education is presented and examined in relation to laboratory experiences. Visual aids are employed. In short, attention is given to many ways in which you may be helped in your effort to make your laboratory experiences interesting, effective, and meaningful.

There are small laboratory group meetings each week at regularly scheduled hours. We often refer to them as "observation clinics", for it is here that we share and study laboratory experiences and observations. The "subject matter" for laboratory group sessions is your experiences and questions as you have recorded them in your observation journal. (A form is provided to help you get started in recording and evaluating your experiences.)

You will be spending at least two hours per week with a group of boys and/or girls in the program of a cooperating group work agency. You will be having conferences with your cooperating supervisor and with other agency personnel to plan and evaluate your experiences. You will also be having conferences with your instructor, sometimes on campus and sometimes in the agency in which you are working.

## Your Plan

There are "common learnings" and "common activities" in which all students will be involved. At the same time, you as a person will have experiences, needs, and plans that are your own. We expect that you will have questions and problems. And we intend to help you deal with them and to help you get ready to deal with them--but we want you to know that we expect you to accept responsibility for managing your own learning and meeting your own needs and problems to the greatest extent possible. This is what makes this course a professional laboratory experience.

You will want to become well acquainted with the characteristics, needs, and behavior of boys and girls, especially those of the age you expect to teach. You will spend several hours each week as a participating-observer with such a group. Regularly, you will be recording, studying, and reporting your experiences and plans. You will be preparing for your next meeting with your group. But as you go along there are some interesting and helpful areas you will want to explore. Let's take a look at some of the questions you will want to pursue--remembering meanwhile that when you turn a question mark upside down or downside up, you have a hook on which to hang all kinds of information and ideas.

How much understanding and skill do I have in human relations?

(The 4th R.) How can I develop my "get-along-ability"? What is proper "socialization" for a teacher?

What do I know about the community agency in which I am working? about other agencies in the community? How does environment condition people and how can I explore the relationships between where people live, how they live, and what their experiences mean to them? Does a group develop a pattern of its own and how does this come about? How do members of a group affect each other? What roles are played by different members? What can I learn about group work methods and how can I go about becoming skilful in using them?

What do I mean by leadership? What leader-type activities do I participate in? What new ones should I undertake?

What are boys and girls really like? How can I become a student of them? Are they my real "subject matter" as a teacher?

What are schools for? Are my own experiences in school good enough for me to steer by as I prepare to teach?

And many others.

As you participate in the activities of your group of boys and girls, you will find it possible to collect (if you are looking in the right direction) a wealth of information regarding:

Personality patterns

Interests and abilities

Recreational and leisure-time activities

Health and physical growth

Peer culture

Home and family relationships

Community experiences.

You will want to organize these observations in ways that will make them useful to you as a teacher. You will want to explore their significance for the school. You will want to read, too, as a way of finding out the experiences and observations of those who have gone this way before you. And, it is quite likely that you will find out much about yourself that will be of real personal and professional value to you as a prospective teacher.



## **APPENDIX B**

**UNPUBLISHED TESTS AND FORMS  
SUBJECTED TO ANALYSIS  
IN THIS STUDY**

## VOCATIONAL CHOICE DATA

251

NAME \_\_\_\_\_ DATE \_\_\_\_\_

\*\*\*\*\*

1. I want to teach because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I chose \_\_\_\_\_ grades because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. I chose \_\_\_\_\_ as subject(s)

to teach because \_\_\_\_\_

\_\_\_\_\_

4. I need to acquire the following to be a good teacher:

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

Use other side if necessary.

DATE \_\_\_\_\_

INSTRUCTIONS: First write the names of your classmates whose full names you know. Next place a number in each of the four spaces following their names according to your feelings as indicated by the following key:

- 1 Dislike a great deal  
2 Dislike  
3 Don't know well enough to rate  
4 Like  
5 Like a great deal

Example: In the sample line below John Doe has been rated as follows: "1" in the first column means that he is disliked a great deal as a personal friend; "2" in the second column means that he is not considered a good prospect for teaching but the feeling is not extreme; "3" in the third column means that he has never been observed as leader of a group or is otherwise not well enough known to rate as leader; "4" in the last column reads that he is thought of as a good member of a group, but not the best possible; "5" in any of these spaces would mean that John was considered tops in that respect.

[illegible]

## PERIODIC EVALUATION OF CLP ACTIVITIES

ES - 4

Date \_\_\_\_\_

There are many methods that may be used to reach similar goals in education. Any teacher needs to examine his methods continuously. An important psychological element in evaluation of activities of a course is student reaction. As prospective teachers and as students in SED 132 will you give your best judgments on the items below as they relate to your experiences thus far in this course?

\*\*\*\*\*

ACTIVITY

	: x in proper space : : Low High : : 1 : 2 : 3 : 4 : 5 : : 1 : 2 : 3 : 4 : 5 : : 1 : 2 : 3 : 4 : 5 :					Reason for rating, or suggestion for improve- ment
Working with children	:	:	:	:	:	:
Personal conferences (with instructor)	:	:	:	:	:	:
Laboratory Group work	:	:	:	:	:	:
General sessions	:	:	:	:	:	:
Group meetings (with agency representatives on campus)	:	:	:	:	:	:
Observation journals (writing them)	:	:	:	:	:	:
Observation journals (projection in class)	:	:	:	:	:	:
Third week report	:	:	:	:	:	:
Written analysis of agency	:	:	:	:	:	:
Use of test on how children develop	:	:	:	:	:	:
Who's Who quiz	:	:	:	:	:	:
Psychological Tests	:	:	:	:	:	:
Lab group report finder	:	:	:	:	:	:
Group meetings in agency	:	:	:	:	:	:
Workshop on evaluation	:	:	:	:	:	:
Evaluation by Cooperating Agency Supervisor (CLP-9)	:	:	:	:	:	:
Evaluation by Student (CLP - 8)	:	:	:	:	:	:
Evaluation of experiences by "evaluation area" (self)	:	:	:	:	:	:

AMERICAN COUNCIL ON EDUCATION  
WASHINGTON, D. C.

PROJECT OFFICE  
Room 101, Building 1K  
UNIVERSITY OF CALIFORNIA  
Los Angeles 24, California  
January 28, 1952

Mr. Elvan P. Kelley

Houston 4, Texas

Dear Mr. Kelley

I am enclosing a copy of the short form of the WITO (Wandt Inventory of Teacher Opinion). This form has been developed for use with a standard IBM answer sheet. The Inventory has been used for research purposes only and there is no manual available for use with the inventory.

You are free to use it in your doctoral research if you so desire; however, I should like to have a copy of your procedure and results as they relate to the inventory.

This short form contains seven attitude scales of 12 items each. The scales are scored in the Likert fashion with 60 (5 x 12) being the highest score in each of the scales, and 12 (1 x 12) being the lowest possible score in any scale.

I have a small supply of these forms on hand and will be happy to make some available to you if you want them and need only a relatively small number. You may duplicate the material if you find it more convenient.

I shall be very interested in seeing the results of your study. Please let me know if you have any other questions regarding the Inventory.

Sincerely,

Edwin Wandt  
Statistician and Research Associate

EW:dkc  
Encl.

# INVENTORY OF TEACHER OPINION

(SF H)

255

Do not write on this booklet. Mark your responses on the special answer sheet given you for this purpose.

## General Directions

This booklet contains a number of statements. You are to read each statement and decide which number (1,2,3,4,5,) on the scale below most nearly represents your reaction to the statement. The scale is as follows:

- 1 Strongly disagree
- 2 Disagree
- 3 Indifferent
- 4 Agree
- 5 Strongly Agree

When you have decided which of the numbers on the scale best describes your reaction to each statement, blacken the corresponding space on the answer sheet.

## Example

85. Teachers' salaries are too low.

	1	2	3	4	5
85	:	:	:	:	█
86	█	:	:	:	:

86. Teachers' salaries are too high.

In response to the statement number 85, the 5 indicates strong agreement.

In response to the statement number 86, the 1 indicates strong disagreement.

## Definitions of terms used on the Inventory

ADMINISTRATOR -- principals, vico-principals, superintendents.

NON-TEACHING EMPLOYEE - janitors, clerks, secretaries, and others employed in the school in a non-teaching position.

SUPERVISOR -- supervisors, coordinators and others who serve primarily in a supervisory capacity.

Answer each question as you come to it. Do not omit any item .

Remember that there are no right or wrong answers. The responses to a statement will vary extensively from one individual to another.

Use the following scale to indicate your reaction to each statement. Mark your responses on the special answer sheet.

- 1 Strongly disagree
- 2 Disagree
- 3 Indifferent
- 4 Agree
- 5 Strongly agree

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- 
- 1. Most administrators try to help their teachers as best they can.
  - 2. Pupils make teaching a very enjoyable job.
  - 3. Most teachers are honest.
  - 4. A teacher should occasionally leave the class to its own management.
  - 5. Most supervisors are interested in trying to help the teacher.
  - 6. Parents usually cooperate with the teacher.
  - 7. Most non-teaching employees are honest.
  - 8. Most administrators do a pretty good job.
  - 9. Most pupils try to do their work to the best of their ability.
  - 10. Most teachers are tactful.
  - 11. Pupils should have a large share in planning their classroom activities.
  - 12. Most supervisors are fair-minded.
  - 13. Most parents take an interest in their childrens' progress in school.
  - 14. I consider it a privilege to associate with most non-teaching employees.
  - 15. Most administrators have regard for their teachers' feelings.
  - 16. Most pupils are obedient.
  - 17. I consider it a privilege to associate with my fellow teachers.
  - 18. Pupils should be allowed to speak with each other without first getting the teachers' permission.
  - 19. Supervisors are usually tactful.

Use the following scale to indicate your reaction to each statement. Mark your responses on the special answer sheet.

- 1 Strongly disagree
  - 2 Disagree
  - 3 Indifferent
  - 4 Agree
  - 5 Strongly agree
- 

257

- 20. Most parents make an effort to teach their children good manners.
- 21. Most non-teaching employees show consideration for the teachers.
- 22. Administrators are usually high-principled persons
- 23. Most pupils take their responsibilities seriously.
- 24. Most teachers have an unusual ability for leadership.
- 25. Pupils should be allowed to govern themselves.
- 26. Supervisors usually have due regard for teachers' feelings.
- 27. Parents usually respect the teacher's opinion.
- 28. Non-teaching employees are usually quite discreet.
- 29. Most administrators keep up with current educational thought.
- 30. Most pupils are dependable.
- 31. Most teachers are sincere in their actions.
- 32. Democracy can be successfully practiced in the average classroom.
- 33. Supervisors are usually high-principled persons.
- 34. Parents are usually considerate of the teacher's feelings.
- 35. Non-teaching employees are usually very good people.
- 36. Administrators are usually courteous to their teachers.
- 37. A teacher's greatest joy is her pupils.
- 38. Most teachers are broadly educated.
- 39. Pupils should be allowed more freedom to do as they wish.
- 40. Supervisors are usually familiar with current educational thinking.



Mark your responses on the special answer sheet using the same scale : 1- Strongly disagree 2-3-4-5- Strongly agree.

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41. Most parents make an effort to be pals to their children.
42. Non-teaching employees usually try to help the teacher in every way that they can.
43. Most administrators try to see the teachers' side of every question.
44. Pupils make teaching worth the effort.
45. Most teachers do not meddle into other teachers' affairs.
46. Pupils can behave themselves without constant supervision.
47. Most supervisors are really interested in trying to improve instruction.
48. Parents usually realize that children are not perfect.
49. Non-teaching employees usually have very desirable traits.
50. Most administrators back the teacher up in her decisions.
51. Most pupils are considerate of the teacher's wishes.
52. Most teachers are willing to assume their share of the unpleasant tasks associated with teaching.
53. Pupils will usually select good students for their class officers.
54. Most supervisors do not reveal their opinions of a teacher.
55. Parents usually can see the teacher's side of the problem when something happens in school.
56. Non-teaching employees are usually quiet and unassuming.
57. I consider it a privilege to associate with administrators.
58. Most pupils are well behaved .
59. Most teachers have due regard for their fellow teachers' feelings.  
class
60. Any class is capable of governing itself sensibly if the teacher will allow it to do so.
61. Supervisors generally do a very good job.
62. Parents usually try to meet the teacher halfway.
63. Non-teaching employees are usually quite intelligent.

Mark your responses on the special answer sheet using the same scale : 1- Strongly disagree 2-3-4-5 Strongly agree.

64. Most administrators have an unusual ability for leadership.
65. Pupils can usually be trusted. 259
66. Most teachers take a sincere interest in their students.
67. Pupils should be allowed to formulate their own rules.
68. Supervisors are usually excellent teachers.
69. Most parents realize that the teacher has thirty-five or forty other children to take care of and cannot give their child the attention he gets at home.
70. Non-teaching employees usually set a good example for the pupils.
71. Most administrators are sincere in their actions.
72. Most pupils are respectful toward their teachers.
73. Most teachers have a good understanding of child psychology.
74. The teacher should sometimes allow a class to do as it wishes even if it conflicts with previously made plans.
75. Supervisors usually make an effort to help teachers solve their practical problems.
76. Parents realize that teachers have a hard job to do and try to help them in every way they can.
77. Non-teaching employees are usually a good influence on the pupils.
78. Administrators are usually quite diplomatic in their dealings with teachers.
79. Most pupils are honest.
80. Most teachers do an excellent job of teaching.
81. Pupils are usually quite competent to select their own topics for themes and speeches.
82. Supervisors are usually very intelligent persons.
83. Most parents are reasonable in their attitude toward teachers.
84. Most non-teaching employees are sincerely interested in the welfare of the pupils.

Evaluation by Student

Date 260

Student \_\_\_\_\_ Agency \_\_\_\_\_ Group \_\_\_\_\_  
Period of Service: beginning \_\_\_\_\_ edning \_\_\_\_\_

Leadership Responsibilities \_\_\_\_\_

Characteristics of Cooper- ating Agency Experiences	Super- ior	Good	Fair	Poor	Comments
1. Secured good rapport with: group; got on will with members of group .....	:	:	:	:	
2. Was able to respond to and respect personalities: of all members of group..	:	:	:	:	
3. Met situations well; made: adaptations; was able to figure out what to do....	:	:	:	:	
4. Used cooperative and democratic rather than dictatorial methods.....	:	:	:	:	
5. Displayed good attitude in using suggestions of supervisor.....	:	:	:	:	
6. Accepted responsibility in record keeping and similar matters.....	:	:	:	:	
7. Was resourceful in help- ing group plan and carry on activities.....	:	:	:	:	
8. Was able to combine in- terest in children and program of the agency....	:	:	:	:	
9. Was consistent in social control of the group; ad- hered to agency policy...	:	:	:	:	
10. Showed dependability; acceptable manners; ap- pearance; courtesy.....	:	:	:	:	

Use space below and on back of page for additional statements, remarks,  
and comments.

Evaluation by Cooperating Agency Supervisor

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Student \_\_\_\_\_ Agency \_\_\_\_\_ Group \_\_\_\_\_  
Period of Service: beginning \_\_\_\_\_ ending \_\_\_\_\_  
Leadership Responsibilities \_\_\_\_\_

Characteristics of Cooperating Agency Experience	Superior	Good	Fair	Poor	Comments
1. Secured good rapport with group; got on well with members of group...	:	:	:	:	
2. Was able to respond to and respect personalities of all members of group...	:	:	:	:	
3. Met situations well; made adaptations; was able to figure out what to do....	:	:	:	:	
4. Used cooperative and democratic rather than dictatorial methods.....	:	:	:	:	
5. Displayed good attitude in using suggestions of supervisor.....	:	:	:	:	
6. Accepted responsibility in record keeping and similar matters.....	:	:	:	:	
7. Was resourceful in helping group plan and carry on activities.....	:	:	:	:	
8. Was able to combine interest in children and program of the agency....	:	:	:	:	
9. Was consistent in social control of the group; adhered to agency policy...	:	:	:	:	
10. Showed dependability; acceptable manners; appearance; courtesy.....	:	:	:	:	

Date \_\_\_\_\_

Cooperating Agency Supervisor

(Please use space below and on back of page for additional information and remarks that you think would be helpful.)

## OBSERVATION JOURNAL

CLP-11

Student \_\_\_\_\_

Agency	Group		Week Beginning			
Chronology of Activities	SITUATIONS		PROCESSES		What I Did; What I Will Do	
	Where	Who Did When	What Why	About What With Whom	How	What I Learned What I Want to Know
This is how we got started:						
These are the things we did:						
These are the things we are going to do next time:						

## COMMUNITY EXPERIENCES FOR PROSPECTIVE TEACHERS

### Evaluation Outline

Evaluation is an attempt to identify and measure change, an attempt to point out what happened and to tell how and why it happened, and to take a long, hard look at what it means when it has happened to us. At any rate, this is what evaluation means in our case.

Evaluation requires comparing something with something. You can best see where you are now by comparing where you are now with where you were four months ago.

You are to report and evaluate your observations, your participation, your experiences by preparing the most thoughtful and accurate written analysis you can make in each of the four major areas as outlined below.

With reference to observations and information you will record, the real aim of the evaluation is to put down on paper and study your own reactions, to find out what you have learned, to figure out why and how you learned it, and to add up what it means to you as a prospective teacher and as a person.

It is assumed, as matters of professional ethics and personal integrity, that your self-analysis will be written with accuracy and honesty. If it is not, then this evaluation (and this course) has been of little value to you.

Here, then, is how you are to go about the preparation of your own individual evaluation of what you have done and what you have learned in this course.

#### INSTRUCTIONS for Preparation of Individual Analysis

1. Prepare your analysis for each area separately, i.e., start each area on a new page. Clip together the pages for each area.
2. Put your name (and the page number) on every page in the upper right hand corner.  
(Note: your individual analysis will be re-assembled on May, 19)
3. Your written self-analysis is due on May 12, at 12:30 PM.  
(Note: those submitted later can not be included in the final reports.)
4. Write legibly (or type). Your material has to be read easily and quickly by a group of six people.
5. Head each page as follows:

Areas	Name	Page
Observations, Information, etc.	;	Evaluation, Reactions, etc.
1.	;	1.

6. Taking each item in the area in numerical order, put down on the left hand side of the page the information you have obtained, the observations you have made, etc. Then, put down directly opposite it on the right hand side of the page your evaluation, reactions, etc. (See paragraphs 3,4)

7. Use numbers..(Do not write out items.) Keep numbers even across the page. Use as many pages as necessary. Follow the outline.

### AREA 1: What Are Boys and Girls Like?

1. The basic characteristics of the age-group with which I worked are:
2. I have discovered these things about individual differences:
3. The skills and abilities my group has are:
4. The role of environment in determining what my group of boys and girls are like is:
5. Home and family life affect my group in the following ways:
6. The most important social adjustment needs of my group are:

### AREA 2: What Do Community Agencies Do?

1. The purposes of the agency with which I worked are:
2. The program of the agency with which I worked provides the following services:
3. The neighborhood of the agency with which I worked can be best described as follows:
4. I found that the responsibilities of agency personnel include:
5. The agency in which I worked meets the needs of my group of boys and girls in these respects:

### AREA 3: What Are Schools For?

1. The ways in which schools serve the boys and girls in my group are:
2. The ways in which schools serve the neighborhood of the agency with which I worked are:
3. Schools contribute to the recreational and leisure-time needs of my group of boys and girls in these ways:
4. The contributions of the school to the citizenship education of my group of boys and girls include:
5. These are the needs of my group now being met by the agency for which I feel the school should assume responsibility:
6. These are the needs of my group which are not now being met by either a community agency or the school:

### AREA 4: Will I Make A Good Teacher?

1. The following evidence indicates that I like children:
2. These experiences demonstrate that I can earn the respect of children:
3. These things I have done show that I can find out and make use of the interests and abilities of children:
4. These things indicate that I can work with adults:
5. I can offer the following evidence that indicates that I am interested in teaching:
6. My preparation for teaching has been helped along in the following ways:
7. My community experiences have revealed the following materials and resources that I now expect to use in my teaching:

-----  
 Note: You will want to keep a copy of your evaluation for future reference.

## **APPENDIX C**

### **SUPPLEMENTARY TABLES**



TABLE XVIII

## SUMMARY OF RAW SCORE DATA FOR EXPERIMENTAL GROUP

IDENTIFICATION DATA					CALIFORNIA TEST OF PERSONALITY									GUILFORD-MARTIN PERSONNEL INV.					
					October			February			May			February			May		
Student Number*	Sex	Objective	Completed SED 131	Year in College	Self Adjustment	Social Adjustment	Total Adjustment	Self Adjustment	Social Adjustment	Total Adjustment	Self Adjustment	Social Adjustment	Total Adjustment	Objectivity	Agreeableness	Cooperativeness	Objectivity	Agreeableness	Cooperativeness
1	m	pe	x	1	63	56	119	79	77	156	77	76	153	64	46	86	72	50	99
2	f	mu		1				73	69	142	79	79	158	48	34	57	48	32	60
3	f	e		2				51	52	103	55	57	112	22	32	51	16	34	54
4	f	e	x	1	57	75	132	74	76	150	71	74	145	60	38	92	56	40	90
5	f	e		1				82	79	161	85	79	164	39	35	58	64	45	100
6	f	e	x	1	70	57	127	77	71	148	82	76	158	60	28	54	58	34	73
7	m	e		1	75	61	136	83	71	154	76	78	154	57	38	75	55	44	76
8	m	e	x	1	64	48	112	81	75	156	87	78	165	28	17	39	37	38	67
9	f	e	x	1	59	61	118	78	76	154	84	88	172	49	34	89	61	48	97
10	m	pe	x	1	51	51	102	58	58	116	67	60	127				51	48	63
11	m	pe	x	1	59	64	123	72	69	141	72	75	147				59	46	75
12	m	pe		1				75	75	150	71	71	142	59	52	74	55	37	71
13	f	e	x	1	70	79	152	84	83	167	84	81	165	57	36	81	66	39	96
14	m	pe	x	1	60	53	113	88	79	167	83	81	164	61	46	84	55	53	94
15	f	e	x	1	64	71	135	74	72	146	72	80	152	49	33	70	49	30	59
16	f	pe		1				74	70	144	71	67	138	53	37	65	54	39	74
17	f	e	x	1										57	24	48	65	25	62
18	m	s		1				57	58	115	60	58	118	45	38	37	26	38	43
19	m	s	x	1	63	47	113	66	55	121	74	60	134	48	36	61	33	24	74
20	m	pe	x	1	53	55	108	66	64	130	78	72	150	46	39	39	59	49	65
21	f	e	x	1	71	64	135	62	73	135	79	78	157	52	49	84	55	54	81
22	f	e	x	1	81	78	159	79	80	159	84	84	168	64	48	77	60	54	75
23	f	hi	x	1	76	72	148	78	67	145	72	71	143	47	23	68	48	37	86

\*Data for students 1 to 23 appear on 1st four pages of table; for students 24 to 46 on next four.

#Legend: pe = physical education, mu = music, e = elementary, s = secondary, hi = history.

TABLE XXVIII (continued)

IDENTIFICATION DATA		WANDT INVENTORY OF TEACHER OPINION															SOCIOMETRIC QUIZ			
		February								May							QUIZ			
		Case Number	Administrators	Pupils	Teachers	Democratic Class Procedures	Supervisors	Parents	Non-teaching Employees	Total	Administrators	Pupils	Teachers	Democratic Class Procedures	Supervisors	Parents	Non-teaching Employees	Total	March	April
1									44	38	42	36	45	39	35	279	10	19	27	
2									49	44	49	44	50	42	49	323	7	2	14	
3	43	32	40	40	42	41	36	274	42	40	41	41	38	44	42	288	14	9	25	
4	44	43	43	48	44	43	40	305	45	50	45	53	44	47	40	324	1	8	23	
5	47	43	50	41	44	45	42	312	48	47	48	42	47	48	45	325	2	9	5	
6	44	38	43	38	45	43	33	284	38	36	42	34	41	33	33	257	11	22	29	
7									40	48	46	47	40	48	43	312	14	12	19	
8	39	37	42	37	40	40	36	271	43	42	46	37	45	47	42	302	9	20	9	
9	42	46	37	43	44	44	40	296	43	48	42	44	44	45	40	306	13	22	25	
10									46	34	47	33	48	49	39	316	2	22	28	
11									42	39	47	45	44	43	45	305	16	20	30	
12	38	42	41	37	40	42	36	276	43	41	44	39	44	48	39	298	13	5	25	
13	39	43	38	41	34	41	26	262	44	49	43	50	45	47	42	320	6	20	31	
14	58	59	59	47	56	57	53	389	55	54	59	44	55	58	52	377	20	32	33	
15	46	45	46	45	39	47	34	302	48	48	49	51	45	43	33	317	10	30	42	
16	46	47	44	48	46	48	41	320									1	16	5	
17																	13	6	10	
18	42	42	46	33	40	45	36	284	44	48	46	39	45	43	37	302	1	8	12	
19	41	47	48	41	40	45	39	301	43	46	48	40	37	48	42	304	16	23	20	
20	42	36	36	36	33	37	37	257	45	40	38	38	48	46	42	297	17	22	23	
21	49	48	49	51	48	49	48	342	47	47	54	57	48	49	49	351	15	17	25	
22	40	45	45	42	42	48	43	305	41	46	45	41	41	48	40	302	26	20	24	
23	42	40	37	42	40	37	38	276									2	24	27	

TABLE XXVIII (continued)

IDENTIFICATION DATA		KUDER PREFERENCE RECORD (VOCATIONAL)																			
		October										February									
		Case Number	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service
1										44	53	20	62	23	19	33	20	36	34		
2										48	24	13	33	14	27	15	23	76	46		
3										30	19	26	42	45	25	4	16	68	49		
4	31	45	8	30	52	17	24	11	64	34	24	46	13	35	61	12	21	12	72	29	
5										22	24	24	14	41	32	13	29	50	64		
6										37	35	14	24	41	39	14	15	59	38		
7										73	20	16	47	16	16	31	20	63	41		
8	44	40	37	59	26	20	16	10	42	37	46	52	32	61	18	22	14	10	35	42	
9										8	9	19	16	46	31	38	25	53	61		
10																					
11																					
12										46	31	21	26	41	35	16	11	55	47		
13										33	15	12	27	48	23	24	20	67	37		
14										39	39	29	41	38	16	14	13	65	52		
15										24	14	20	24	53	32	11	7	72	75		
16										41	32	6	23	53	36	10	13	60	30		
17																					
18										27	19	26	44	63	8	28	20	41	55		
19										68	33	23	41	35	12	29	1	55	40		
20																					
21										24	33	9	20	44	33	30	29	54	33		
22	54	22	11	20	29	33	26	14	68	29	46	22	11	27	37	42	13	7	75	30	
23	39	17	24	22	64	39	25	17	32	52	48	27	9	19	58	39	10	18	32	25	

TABLE XXVIII (continued)

IDENTIFICATION DATA		KUDER PREFERENCE RECORD (VOCATIONAL)										OBSERVATION JOURNAL						RATING	
		May										February		May		SHEET			
Case Number	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical	Judgmental	Observational	Causal	Judgmental	Observational	Causal	Supervisor's Rating	Student's Rating	
1	39	59	20	62	27	15	34	14	44	38							30		
2	50	27	13	38	11	30	16	21	75	40	3	30	5	0	26	2	33	36	
3	void										0	13	9	2	21	6		34	
4	34	49	13	35	61	14	15	11	71	29	1	21	7	0	19	0		30	
5	18	9	27	21	41	35	31	30	36	66	2	21	4	0	17	0	32	31	
6	42	34	10	26	40	40	14	16	60	41	0	12	0	0	6	0	28	29	
7	76	23	22	44	17	14	30	17	53	46	0	14	7	0	8	3	29	30	
8	37	52	34	61	18	21	18	7	43	39								30	
9	5	12	24	14	51	26	36	27	48	62	0	17	8	0	15	3		33	
10	27	44	41	35	37	18	29	12	54	57							10	31	
11	57	44	20	36	38	22	15	18	41	44								29	
12	44	29	22	26	49	32	18	9	59	44							27	24	
13	30	7	13	27	60	27	21	14	71	42	0	19	1	0	17	3		30	
14	void										0	15	1	0	14	1	30	32	
15	21	15	20	25	49	33	18	7	75	61	0	14	5	0	17	0		37	
16																	38		
17											1	12	2	1	14	0	33	30	
18	27	17	26	31	55	11	33	29	38	58	0	17	7	0	9	6	29	26	
19	70	34	27	42	22	6	23	6	64	51	2	21	1	2	19	1	38	32	
20	61	49	22	42	35	21	12	21	42	37							20	28	
21	24	40	10	20	57	30	24	30	33	38	1	6	3	1	10	0	33	34	
22	54	32	7	22	38	37	16	14	77	27							30		
23	48	26	20	23	64	39	22	19	41	27								32	

TABLE XXVIII (continued)

IDENTIFICATION DATA					CALIFORNIA TEST OF PERSONALITY										GUILFORD-MARTIN P. I.				
					October		February		May		February		May						
Case Number	Sex	Objective	Completed SED 131	Year in College	Self-Adjustment	Social Adjust.	Total Adjustment	Self-Adjustment	Social Adjust.	Total Adjustment	Self-Adjustment	Social Adjust.	Total Adjustment	Objectivity	Agreeableness	Cooperativeness	Objectivity	Agreeableness	Cooperativeness
24	f	e	x	1	70	64	135	74	82	156	80	88	168	60	43	79	57	51	90
25	f	e	x	1	69	62	131	75	58	133	77	69	146	50	28	52	55	34	70
26	f	e	x	1	73	79	152	70	73	143	72	78	150	56	29	69	64	41	90
27	f	e		2				79	67	146	81	83	164	63	38	67	60	43	98
28	f	e		2				73	72	145	83	80	163	52	45	71	65	53	100
29	m	pe	x	1	49	56	105	64	62	126	67	63	130	27	19	45	43	25	64
30	f	e	x	2	59	58	117	73	68	141	73	69	142	39	35	61	37	30	80
31	f	e		1				77	68	145	79	68	147	60	29	64	64	45	70
32	f	e	x	1	68	72	140	68	68	136	84	65	149	46	37	52	54	46	67
33	m	pe	x	2	41	40	81	36	38	74	47	41	88	23	20	29	48	38	60
34	f	e	x	1	58	52	110	65	63	128	60	61	121	24	21	54	36	17	58
35	f	e	x	1	64	63	127	74	72	146	77	77	154	34	35	67	45	45	70
36	f	e	x	1	72	76	148	86	88	174	81	83	164	58	47	78	64	59	100
37	m	e	x	1	64	66	130	75	79	154	72	72	144	63	33	66	61	23	79
38	f	e	x	1	72	59	131	74	77	151	78	73	151	42	34	48	36	41	59
39	m	pe	x	1							76	59	135				59	44	70
40	m	pe	x	1	76	62	138	64	54	118	82	65	147	56	37	45	56	38	69
41	m	pe	x	1	47	57	114	59	48	107	75	54	129	34	13	21	49	20	48
42	m	pe	x	1	58	48	106	67	64	131	76	60	136	54	38	52	55	39	58
43	m	pe	x	1	58	59	117	82	75	157	76	75	151	68	53	68	69	45	85
44	f	e	x	1	76	75	151	80	72	152	86	86	172	51	40	61	58	50	94
45	m	pe	x	1	73	55	128	76	76	152	77	69	146	46	29	55	51	33	66
46	m	pe	x	1	48	55	103	56	51	107	70	66	136	52	45	60	62	41	52

TABLE XVIII (continued)

IDENTIFICATION DATA		HAND INVENTORY OF TEACHER OPINION																SOCIOMETRIC		
		February								May								QUIZ		
Case Number		Administrators	Pupils	Teachers	Democratic Class Procedures	Supervisors	Parents	Non-teaching Employees	Total	Administrators	Pupils	Teachers	Democratic Class Procedures	Supervisors	Parents	Non-teaching Employees	Total	March	April	May
24	48	42	49	39	48	44	47	317	56	49	52	38	55	49	44	343	11	16	26	
25	52	42	46	56	49	44	45	334	49	47	50	54	45	37	39	321	16	16	10	
26	46	50	38	45	49	47	44	319	47	51	46	44	47	46	43	324	3	16	31	
27	44	45	45	45	47	47	42	315	59	56	56	56	56	55	55	393	4	8	15	
28	46	46	51	44	51	49	45	332	49	48	47	35	45	48	46	317	4	15	25	
29	46	33	43	39	44	37	35	277	44	45	39	31	48	43	36	286	20	33	37	
30	49	57	55	41	47	47	49	345	55	52	52	37	49	49	45	339	6	9	14	
31	47	42	44	47	45	34	36	295	47	42	36	54	41	28	37	285	9	15	27	
32	48	46	47	44	47	53	43	328	17	19	21	23	26	14	24	145	7	11	15	
33	46	48	48	38	44	48	44	316	48	48	48	40	44	45	43	316	21	29	35	
34	46	53	49	50	46	45	47	336	43	59	49	56	43	37	43	330	2	15	22	
35	46	45	46	43	44	44	42	310	44	47	46	48	46	43	41	315	21	30	35	
36	52	53	54	47	52	44	53	355	49	51	48	40	44	46	47	325	3	5	9	
37								43	42	43	46	43	41	41	41	299	0	15	20	
38	50	43	53	51	50	47	47	341	53	52	56	55	49	48	46	359	16	19	26	
39								44	44	44	37	47	44	39	42	297	0	18	21	
40	44	41	39	42	44	48	40	298	48	44	46	45	46	48	42	319	15	21	10	
41	43	39	40	31	42	43	44	282	46	36	47	35	48	42	39	293	22	33	36	
42	33	39	42	44	46	44	40	288	48	41	46	42	48	43	38	306	13	20	26	
43								44	37	43	43	41	41	41	37	286	17	3	25	
44	43	48	42	47	44	39	42	305	48	48	48	49	48	48	48	337	14	31	30	
45	43	50	45	36	47	46	38	305	48	48	47	41	44	48	46	322	23	2	23	
46	37	35	38	29	39	42	37	257	43	42	45	41	41	46	41	299	13	21	28	

TABLE XXVIII (continued)

IDENTIFICATION DATA	KUDER PREFERENCE RECORD (VOCATIONAL)																			
	October										February									
	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical
24										void										
25	28	30	19	33	26	46	21	8	60	32	23	39	9	26	39	45	18	9	61	26
26											30	19	20	15	31	33	33	29	55	44
27											28	31	25	29	38	9	17	27	70	59
28											20	22	20	29	47	38	18	8	56	42
29	40	44	24	32	27	26	26	18	37	45	32	38	28	35	28	23	20	13	47	43
30											48	30	12	24	27	36	28	12	65	38
31											33	34	11	36	41	20	38	8	44	43
32	41	20	33	38	39	16	11	19	69	59	31	16	35	34	48	15	7	16	64	70
33											void									
34	void										34	26	22	29	40	29	25	11	45	46
35																				
36											14	17	18	36	57	12	23	13	71	49
37											void									
38	26	19	22	25	35	20	30	12	55	60	25	18	24	28	21	23	31	11	59	59
39											28	56	25	44	13	21	11	24	48	37
40	51	58	23	43	51	16	4	17	50	44	void									
41											50	37	17	42	34	35	17	20	52	37
42	void										void									
43	35	43	27	41	41	38	23	3	35	44	42	52	33	40	31	37	18	8	40	39
44	28	39	19	11	38	48	32	19	46	52	29	52	13	30	33	36	31	22	34	44
45	void										50	48	29	48	33	22	6	9	51	59
46	67	33	24	40	22	37	26	7	46	41										

TABLE XXVIII (continued)

IDENTIFICATION DATA		KUDER PREFERENCE RECORD (VOCATIONAL)										OBSERVATION JOURNAL						RATING SHEET	
		May										February		May					
Case Number	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical	Judgmental	Observational	Causal	Judgmental	Observational	Causal	Supervisor's Rating	Student's Rating	
24	30	16	19	9	41	40	16	26	56	57	2	22	2	0	22	0		34	
25	32	29	12	39	39	48	13	8	71	23	1	22	4	2	26	0		28	
26	31	14	26	17	31	30	33	28	47	50	1	13	2	0	14	4		30	
27	15	29	19	30	39	8	21	25	17	55	0	24	2	0	15	0	33	28	
28	19	28	24	19	49	50	14	18	46	45							31	34	
29	void																	32	
30	37	24	15	31	38	28	31	19	63	35	0	21	6	0	38	15		36	
31	32	30	14	43	49	14	28	10	70	38	1	14	8	0	15	2		33	
32	36	18	28	43	49	8	13	16	61	69									
33	59	48	27	48	36	15	19	16	35	53							17	31	
34	35	32	25	14	48	26	29	13	44	47	0	17	2	0	21	0	27	34	
35	35	22	20	43	29	38	27	8	62	41	0	25	2	0	8	0	32	27	
36	16	18	17	35	60	13	27	13	76	40	0	26	7	0	19	2	33	31	
37	53	51	13	26	32	29	20	21	42	35							38		
38	27	23	25	27	19	44	33	12	57	41	1	12	1	0	17	0	32	37	
39	27	56	29	44	16	24	22	28	53	33							40	38	
40	56	56	35	41	29	28	20	5	35	37							17	30	
41	59	29	11	39	46	27	23	24	44	29								27	
42	37	41	31	23	41	22	19	10	46	51	0	6	0	0	5	0	30	36	
43	38	51	24	49	32	43	19	10	34	32								32	
44	35	41	18	23	31	38	28	18	37	63	0	11	5	1	5	0		31	
45	40	43	31	46	45	29	19	4	45	56							18	29	
46	62	41	26	34	30	41	21	12	27	45							21	26	



TABLE XXIX

## SUMMARY OF DATA FOR CONTROL GROUP

IDENTIFICATION DATA			MATCHING DATA					GUIL.-WAR. PERS. INVENT.					WANDT INV. TEACHER OPINION							
								February		May			February							
Case Number	Sex	Objective	No. of Paired CIP Student-CH	No. of Paired CIP Student-WTO	Calif. Pers. Test - Total So.	Kuder Voo. Pref. Soc. Serv. Score	Objectivity	Agreeableness	Cooperativeness	Objectivity	Agreeableness	Cooperativeness	Administrators	Pupils	Teachers	Democratic Class Procedures	Supervisors	Parents	Non-teaching Employees	Total
1	f	hi	22	32	152	39	64	52	79	65	58	99	46	48	46	45	48	45	42	320
2	f	pe	45	6	93	53	42	33	55	48	30	59	39	40	43	48	44	33	37	284
3	m	hi	48	42	122	68	44	43	65	38	43	47	45	35	43	33	53	40	37	286
4	f	bu	38	5	123	51	40	37	61	43	39	59	47	44	45	41	47	45	43	312
5	f	dr	6	9	93		44	31	64	45	42	80	37	46	44	40	40	45	43	295
6	f	pe	24	4	130	48	56	42	70	53	43	59	47	36	38	44	47	48	41	301
7	f	pe	34	35	148		27	22	53	45	47	71	48	36	43	43	46	45	46	307
8	f	ma	35	45	127	36	41	17	61	36	18	63	40	41	43	40	46	42	43	295
9	f	pe	15	26	145	70	39	40	76	47	52	88	48	46	44	49	46	43	44	320
10	f	pe	32	15	113	74	46	40	32	57	41	46	49	34	46	35	42	52	35	293
													May							
1													47	48	47	46	45	47	38	318
2													41	46	43	47	44	39	40	300
3													46	42	41	39	45	47	39	298
4													46	45	46	46	48	47	42	320
5													39	43	39	38	40	46	46	291
6													48	44	42	39	41	51	42	307
7													47	48	47	41	46	48	44	321
8													45	42	37	48	46	47	41	306
9													48	50	48	50	49	49	49	343
10													56	46	51	47	52	54	46	352

TABLE XXX  
ANALYSIS OF POPULATION CHARACTERISTICS OF STUDENT  
GROUPS INVOLVED IN THE STUDY

Group	Male				Female			
	Elemen- tary	Physi- cal	Acad- emic	Other	Elemen- tary	Physi- cal	Acad- emic	Other
Control	0	0	1	0	0	5	4	0
Experimental Criteria	2	13	0	1	17	0	0	1
Experimental Non-criteria	1	2	0	1	6	1	0	1

**APPENDIX D**

**RELATED RESEARCH**

Synopsis of Henry J. Maas, "Personal and Group Factors in Leaders' Social Perception," Journal of Abnormal and Social Psychology, 45:54-63, January, 1950.

The Problem. Group life depends partly on the nature of the leader's perception of members' behavior in the group. When concurrent academic training of group leaders aims to develop an understanding of human behavior, in what kinds of group setting are what types of group leaders able to alter their modes of perceiving members' behavior?

Hypothesis. Group and personal factors are jointly related to modifications in leaders' social perception. In this study judgment reactions bias an observer and prevent understanding, causal inferences are desirable because they initiate inquiry and testing actions. The use of these levels of inference is a function of the amount of anxiety which in turn is a function of group structure in relation to leader's personality.

Procedures. Twenty-two liberal arts juniors enrolled in a course on adolescent development with dynamic approach were concurrently the sole adult leaders in a youth group for at least one hour a week for a year.

1. Changes in perception were measured by classification of entries in the first two and last two daily journals as judgmental, observational, or causal.

2. Leaders were typed as projective or introjective

of blame in social situations by analysis of autobiographical material. This grouping was validated (77 per cent agreement) by the ratio of self to social score on the California Test of Personality, e.g., a larger self score was classed as projective and larger social score as introjective. The concept is similar to Rosenzweig's extrapunitive and intrapunitive.

3. The youth groups were classed as open on the basis of free activities, open membership, lack of formal procedures, and closed when opposite.

### Findings.

1. All projective leaders in open groups and introjective leaders in closed groups showed desirable changes in both judgmental and causal reactions. The opposite alignment led to undesirable changes.

2. Members' demands on leaders were found to be greater in open groups than in closed groups.

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Synopsis of Henry J. Maas, "Attitudinal Changes of Youth Group Leaders in Teacher Training: A Preliminary Study," Journal of Educational Research, 43:660-9, May, 1950.

Need for the study. The behavior of teachers affects the behavior of pupils, therefore the selection and training of teacher attitudes have become proper foci in teacher education. These attitudes include those toward adolescent behavior, toward community processes and agencies, and toward group process both in and out of school. Youth group work has become extensive in teacher training institutions

and yet all evaluations of the past have been unsupported by evidence or consist of uncontrolled testimonies or questionnaires.

### Procedures.

1. The subjects consisted of fifty-one liberal arts juniors in a one year course on adolescent development. Twenty-eight were enrolled as youth group leaders and twenty-one were not; both groups were comparable in age, marks, I.Q. and were taught by the same instructor.

2. The youth groups were chosen for adequacy of supervision and sampling of racial, sectarian, and socioeconomic classes. The ages of group members were from nine to nineteen and each leader was sole official counselor for his group.

3. The following pre- and end-tests were utilized:

a. For understanding and acceptance of young peoples' behavior: a scale was devised consisting of seventy-two paired statements designed to test value judgments, belief in single causation, or degree of permissiveness. Split half reliability was .849 and validity was .95 agreement with content analysis of early and late anecdotal diaries.

b. For social attitudes in re: family, church, school, business, progress, individualism, Americanism, democracy: a scale was devised consisting of 120 paired statements based on Middletown. Split half reliability was .857.

c. For concepts of the school's function: Mort's What Should Our School Do?

d. Concepts of self: California Test of Personality, self adjustment score as measuring social skills and social ease that might be affected by field work.

### Findings.

#### 1. Attitudes towards adolescent behavior:

a. A decrease in judgmental attitudes in experimental groups, significant at the .01 level.

b. A decrease in judgmental attitudes in the control group not significant at the .05 level.

c. Difference between decreases not significant at the .05 level.

d. Greater number of decreases in experimental group than in control group significant at .05 level.

#### 2. Social attitudes:

a. Differences not significant at .05 level.

b. More of the experimental group became more like Middletowners, but the number was not significant at .05 level.

3. Attitudes toward functions of school: differences not significant at .05 level.

#### 4. Self-concepts:

a. Number of experimental group below median was reduced from twelve to one.

b. Number of control group below median was reduced from twelve to seven.

c. This difference is significant at .01 level.

### Conclusions.

1. Youth group leadership seems to affect understanding and acceptance of adolescent behavior favorably.

2. Program appears helpful in modifying attitudes of students less well adjusted to self.

3. No data in this study support the hypothesis of change in general social attitudes or attitudes towards school's place in society. The fact that a larger per cent of the experimental group became more like Middletowners adds to evidence that mere "first hand experience in the community" has unpredictable social effects on students.