December 4, 1959

To the Graduate Council:

I am submitting herewith a thesis written by Lawrence Howard Nuzum entitled "Survey of Changes in Function of the College-Controlled Laboratory School from 1948 to 1958." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

Major Professor

We have read this thesis and recommend its acceptance:

John W. Gilliland

Dale Hamblin

Ira N. Chiles

E. D. Christenbury

Galen N. Drewry

Accepted for the Council:

Dean of the Graduate School

SURVEY OF CHANGES IN FUNCTION OF THE COLLEGE-CONTROLLED LABORATORY SCHOOL FROM 1948 TO 1958

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

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by

Lawrence Howard Nuzum

December 1959

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CHAPTER I

INTRODUCTION

The trend toward more practical and functional education for both elementary-school and secondary-school children and their teachers has produced renewed attention to the function of the college-controlled laboratory school. As defined by Caswell, this institution is

> . . . a school largely or entirely under the control of the college, located on or near the college campus, organized for the specific purpose of preparing teachers, with staff and facilities designed to serve this purpose.[1]

The use of the laboratory school in present-day teacher education is not understood or accepted by many educators and lay people. In many places its present value is questioned, and this feeling has increased since the advent of full-time student teaching in the public schools.

There is a need to determine whether the college-controlled laboratory school has a special and important function in the present-day education of teachers; if, in many instances, the laboratory school can make a more adequate and necessary contribution to teacher education than in the past.

This study attempted, within limitations, to focus attention on the changes in function of the college-controlled

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[1]Hollis L. Caswell, "The Place of the Campus Laboratory School in the Education of Teachers," Teachers College Record, 50:444, April 1949.

laboratory school in such a way as to help others understand its present position in teacher education.

The Problem

General Statement

The purpose of this investigation was to study the college-controlled laboratory school to determine what changes had occurred in function and to evaluate the 1958 function as compared to the function in 1948.

Sub-problems

The study involved a consideration of the following sub-problems:

1. To analyze changes in the type and amount of professional laboratory experiences provided in the college-controlled laboratory school.

2. To analyze changes in the administration of professional laboratory experiences in the college-controlled laboratory school.

3. To determine changes that had occurred in the area of cooperative relationships between college and laboratory school staffs in the guidance of professional laboratory experiences in the laboratory school.

4. To analyze changes in the sequence of professional laboratory experiences provided in the college-controlled

laboratory school.

5. To analyze changes in function in the college-controlled laboratory school which are not directly related to the teacher education program.

6. To evaluate changes in function of the college-controlled laboratory school during the period 1948 to 1958.

Definitions

Appropriate to a better understanding of the study are the following definitions of terms used throughout the discussion:

Administration of professional laboratory experiences is the responsibility for assignment of the student to these experiences in relation to such factors as needs, interests, and abilities.

Demonstration teaching is defined as that purposeful performance by an experienced teacher which is used to illustrate some facet of teaching through the use of a class of laboratory school students.

Experimentation occurs when the laboratory school and its facilities are used to develop and test theories of educational practice.

Function refers to the use of the college-controlled laboratory school in contributing to the realization of goals

in the teacher education program and as an in-service medium for the area served.

Internship is a fifth year of advanced professional study which includes teaching in a classroom situation.

Observation is the act of seeing or studying the activities of teaching and learning in the laboratory school in order to secure a more realistic or meaningful conception of educational experiences.

Participation includes those experiences of the college student in which he is assisting and working with the regular classroom teacher in teaching activities.

Professional laboratory experiences include all those contacts with children, youth, and adults (through observation, participation and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.[2]

Research occurs when the staff of the laboratory school engages in a program of planned projects which test underlying hypotheses of the educational program.

Student teaching is defined as the period when the prospective teacher is actually responsible for the instruction of the laboratory school pupils in a classroom

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

situation. The length of time that the student teacher is actually responsible for the instruction may vary from college to college, but the term implies that at some time the student teacher is wholly responsible for the instruction in the classroom. The student teaching is done under the direction of a supervising teacher.

Delimitations

A detailed investigation of all the sources and factors involved in a study of the change in function of the laboratory school is beyond the scope of this study. Consequently, only certain schools and the more important factors can be considered. For the purpose of this study it seemed desirable to confine the investigation to the following:

1. A review of literature related to the college-controlled laboratory school.

2. A case study of certain campus laboratory schools affiliated with state colleges and located in a selected area.

3. A survey study of other selected college-controlled laboratory schools throughout the United States by means of a questionnaire.

4. Campus laboratory schools in institutions that were members of the American Association of Colleges for Teacher Education.

Development of the Laboratory School

Laboratory schools evolved in American teacher education from analyses of teacher role and from attempts to determine curricula and direct experiences that would prepare the teacher for his role in public education. Laboratory schools were developed because they were thought to provide the best environment for such experiences.[3] The laboratory school in name and function has developed gradually through the years to provide professional laboratory experiences in the education of teachers.

Original Purposes

The provision for professional laboratory experiences in the pre-service education of teachers is not a recent innovation. Teacher education has, almost from its beginning, provided the use of an actual school for children. The names of the schools have varied according to the purposes they proposed to serve. In the early days of teacher education in this country they were named "model schools." Later some were designated as "practice schools," then "training schools," "demonstration schools," "experimental schools," "campus

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[3]Lois C. Blair, Dwight K. Curtis, and A. C. Moon, "The Purposes, Functions and Uniqueness of the College-Controlled Laboratory School," Association for Student Teaching Bulletin No. 9 (Lock Haven: National Association for Student Teaching, 1958), p. 1.

schools," and more recently the term "laboratory schools" has come into common usage.[4]

The names given to the types of schools do not clearly categorize the differences in either type or function. Laboratory schools that were specifically identified as a name-type did not faithfully implement the prototype. Also, in many cases, the names of laboratory schools have been changed to become more acceptable in evolving educational theory, but the curricular organization, the administration and the functions did not necessarily change accordingly.

The various types of laboratory schools did not develop chronologically. In some cases the inception and growth of two or more of these types of laboratory schools were simultaneous. In each case, the frame of reference for the design of the school represented a philosophy of education whose advocates sought to define and characterize the role of the teacher in society and in the education of youth. Much of the philosophical, social and cultural change of society has been reflected in the redefinition of the role of the teacher. This process of redefinition determined the nature of the direct experiences provided in the education of

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[4]Alex F. Perrodin, et al., "Functions of Laboratory Schools in Teacher Education," The Association for Student Teaching Thirty-Fourth Yearbook (Lock Haven: National Association for Student Teaching, 1955), p. 1.

teachers and served as the basis for the development of the laboratory school.[5]

The pattern of development seems to indicate that for the most part the laboratory school was originally intended principally as a practice and demonstration school for pre-service teachers. Later emphases in its use were the result of attempts to develop the experimental function.

Modern Concepts

The laboratory school in later day use has reflected the changing purposes of teacher education. This has resulted in the development of new functions to be served.

The purposes of the laboratory school remained relatively unchanged, although there were some minor protestations concerning its use for practice teaching, until 1883. It was at this time at the Cook County Normal School in Chicago that the movement toward experimentation began. The campus schools at Chicago and Columbia were the early leaders in the emphasis on experimentation. This new purpose of experimentation can be called the unique contribution of the United States to the use of the campus school.[6]

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[5]Blair, Curtis and Moon, op. cit. p. 2.

[6]Duaine Charles Lang, "An Analysis of the Campus Secondary Schools Maintained by Public Institutions" (Unpublished Ed. D. thesis, The University of Nebraska, May 1957), p. 37.

Some authorities insist that the laboratory school should reflect the most desirable characteristics and functions of the modern school in society. Tanruther[7] referred to the following as the more important characteristics warranting especial emphasis:

1. The laboratory school should provide a rich and challenging program of living and learning for the children it serves.

2. The laboratory school should exemplify the best in education for children as a means of demonstrating to prospective teachers just what a good school is like.

3. The laboratory school should become an integral part of the community living.

4. The laboratory school should share in providing professional laboratory experiences during each year of the student's college education.

5. The laboratory school should share in providing opportunities for experimentation and research.

6. The laboratory school staff should share in providing for the successful induction of beginning teachers.

7. The campus laboratory school should share in providing professional leadership in the area served by the college.

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[7]E. M. Tanruther, "The Role of the Campus Laboratory School in the Education of Teachers," Journal of Teacher Education, 1, September 1950.

In light of the above, it is clearly evident that the laboratory school has many new and important functions to perform in the education of teachers. The need for these functions was well expressed by a workshop group as follows:

> From all the foregoing it becomes clear that the campus laboratory school should seize the opportunity to put in operation the best educational philosophy and practice in the education of children and in teacher education. This study group believes that this goal can best be achieved in most institutions with the campus laboratory school. Such an institution appears just as essential to the education of a teacher as a general hospital is to the education of a physician and surgeon, or as a forestry or agricultural experiment station, engineering laboratory, psychological or dental clinic are in the educational programs of their respective professions.[8]

Leaders in the field of teacher education need to continually re-think the role and potential contributions of the laboratory school in the education of teachers because the future of teacher preparation programs remains insolubly bound with the challenge of providing high quality professional laboratory experiences.

Implications for Changes in Function

As revealed in the preceding sections of this chapter, the functions of the laboratory school have varied with the

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[8]American Association of Colleges for Teacher Education, "The Place and Function of the Campus Laboratory School in Teacher Education" (Report of Study Group III, Sections A and B), Estes Park School for Executives Workshop (Oneonta, New York: American Association of Colleges for Teacher Education, 1948), p. 2.

purposes and goals of the teacher education program. These functions in the past have centered mostly in the area of professional laboratory experiences with emphasis on observation and student teaching. Many laboratory schools, as recently as 1948, were used almost exclusively to provide a part-time on-campus student teaching experience. In most instances this experience provided the only real contact with children in a teaching-learning situation during the four year college sequence.

Under the leadership provided by the American Association of Colleges for Teacher Education, a special committee conducted a study of student teaching and all direct experiences in pre-service teacher education. This study led to the publication of School and Community Laboratory Experiences in Teacher Education[9] and the official adoption of the recommendations of the committee as Standard VI, "Governing Professional Laboratory Experiences," as one part of the Evaluation Schedule of AACTE.

The emphasis of the above study on the nature and place of professional laboratory experiences in a functional program of teacher education has caused many laboratory schools to re-examine their purposes and functions in the preparation of teachers. This has resulted in a recognized need to provide professional laboratory experiences throughout the

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[9]Flowers, et al., op. cit., p. 8.

four years of the college program.

As another direct result of the AACTE study full-time student teaching in the public school has increased. This has enabled the laboratory school to devote more time to other functions of the teacher education program. Also more consideration could be given to additional functions of leadership and service to the area served by the school.

Educational leaders are constantly faced with the problem of bridging the gap between theory and practice. If we accept Dewey's principle that we learn to do by doing, the college must have a school where theory can be seen in operation and where participation in learning activities can be provided. Public demands for a better educational program in American schools indicate that the time has come for all colleges preparing teachers to accept the challenge and deliberately relate theory and practice.[10]

Modern-day needs in the teacher education program imply that a good laboratory school should provide for the exemplification of theory in practice along with such other possible functions as (1) the provision for direct experiences; (2) professional leadership and services; and (3) experimentation and research. The extent to which a particular school may develop these functions will depend on the

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[10]Blair, Curtis and Moon, op. cit., p. 30.

criteria set forth for the realization of goals in the teacher education program.

Related Studies

The writer was unable to find research studies concerned exclusively with the functions of the college-controlled laboratory school. Most studies conducted by individuals and organizations dealt with laboratory schools in general. Many of these provided information related to the college-controlled laboratory school, especially in the area of professional laboratory experiences.

Most of the research done concerning the laboratory school within the last twenty years has been done in the area of student teaching. Although several studies have attempted to describe the laboratory school in a greater variety of areas, all of these have been concerned with the laboratory schools of a particular state or region.[11]

The writer has arranged the review of related studies in order of the areas found to be associated with possible changes in function as discovered in the literature pertaining to laboratory schools. The major areas identified with changes in function of the laboratory school are as follows: Professional Laboratory Experiences, Place of Professional

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[11]Lang, op. cit., p. 37.

Laboratory Experiences, Administration of Professional Laboratory Experiences, Supervision of Professional Laboratory Experiences, and Leadership and Service.

As previously stated, for the most part, the related studies included a much broader area than the college-controlled laboratory school. The findings presented were considered to be most pertinent to a study of the functions of the college-controlled laboratory school.

Selections were made from volumes in the field of laboratory school practices when such sections or chapters provided data for the study. Additional references which were valuable in providing data for this section of the study are shown in the bibliography.

Professional Laboratory Experiences

One of the principal studies completed in the area of professional laboratory experiences is that of the American Association of Teachers Colleges (now the American Association of Colleges for Teacher Education) in 1948.[12] The findings of this study presented definite evidence of the need for experimentation and possible changes in function in the area of professional laboratory experiences.

Prior to student teaching. There is perhaps no phase of professional laboratory experiences where practices are

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[12]Flowers, et al., loc. cit.

more confused and more in need of study and experimentation than that of the experiences that should precede student teaching.

The findings of the study of American Association of Teachers Colleges[13] concerning the need for experiences prior to student teaching seem to warrant the following conclusions:

1. That direct experience facilitates learning.

2. That the need for direct experience to give meaning to ideas and to develop functional understanding that leads beyond verbalization to ability to implement ideas in action applies equally to academic and professional courses.

3. That the need for direct experience applies equally at all levels of maturity. Such direct experiences, therefore, should be an integral part of the work of each of the four years of college.

The effect of Standard VI, AACTE on the importance of prior experiences was reported by Dr. Margaret Lindsey as a result of her study of seventy-six institutional evaluation reports for the period 1948-1953. These trends were noted:

1. There was a significant increase in provision for professional laboratory experiences throughout the four years of the college program.

2. Provision for direct experiences was made chiefly

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[13] Ibid., pp. 139-140.

through work in educational psychology courses with very limited opportunities in subject matter areas.[14]

In 1938 Carrington reported that among the 154 campus laboratory schools in the teachers colleges and normal schools, included in his study, 113 campus schools stated they carried on functions other than student teaching. The following information was reported:

1. Ninety-one per cent used their campus laboratory schools for observation purposes.

2. Twenty per cent used their campus laboratory schools for demonstration.

3. Eleven per cent used their campus laboratory schools for participation.[15]

A recent study by Rucker furnished some statistical information as to the purposes for which teacher-education institutions currently operate campus laboratory schools. From a total of 185 institutions of various types throughout the United States:

1. One hundred sixty (86.4 per cent) used their campus laboratory schools for demonstration purposes.

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[14]Margaret Lindsey, "Standard VI-Five Years After," American Association of Colleges for Teacher Education Seventh Yearbook (Oneonta, New York: American Association of Colleges for Teacher Education, 1954), p. 124.

[15]J. W. Carrington, "Functions of Laboratory Schools Without Student Teachers," Twenty-First Annual Yearbook (Lock Haven, Pennsylvania: National Association for Student Teaching, 1938), p. 67.

2. One hundred fifty-five (85.7 per cent) used their campus laboratory schools for participation.

3. One hundred seventy-five (94.5 per cent) used their campus laboratory schools for observation.[16]

Rucker also made an attempt to discover what changes had taken place in the uses of campus laboratory schools. In reference to the 185 schools studied, it was revealed that:

1. Six (3.2 per cent) reported that other laboratory activities (not student teaching) were being reduced.

2. One hundred five (56.7 per cent) reported that other laboratory activities (not student teaching) were being increased.[17]

Student teaching. The importance of student teaching as a professional laboratory experience is clearly recognized. This function has been emphasized since the inception of the need to relate theory and practice in teacher education. Many studies have been conducted relative to this particular experience. The more recent studies presented in the literature that have a direct significance for changes in function have been considered in this study.

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[16]Winfred Ray Rucker, "A Critical Analysis of Current Trends in Student Teaching" (Unpublished Doctoral dissertation, Harvard University, 1952), p. 108.

[17]Ibid., p. 150.

The study completed by the American Association of Teachers Colleges in 1948 led to the following conclusions:

1. Student teaching should occur at that point in the professional sequence when the student is ready to assume, under guidance, an increasing share of the responsibility for guiding the experiences of a group of learners.

2. If students are to have the kinds of experiences which provide for them a complete picture of the role of the teacher in public education they must have some full-time student teaching.

3. The length of the full-time (or any other) period of student teaching should be determined in the light of the needs of the individual.

4. The number of assignments to student teaching will likewise be determined by the particular needs of the individual student.[18]

The study by Lindsey in 1953 revealed that, in general, students were spending more time in student teaching, both because of increased emphasis on full-time student teaching and because of the increase in the length of assignment to student teaching.[19]

The study by Rucker in 1952 revealed that from a total of 185 institutions of various types throughout the United

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[18]Flowers, et al., op. cit., pp. 182-186.

[19]Lindsey, op. cit., p. 124.

States, 173 (93.5 per cent) used their campus laboratory schools for student teaching. The same study also revealed that in forty-seven (25.4 per cent) of the schools student teaching was being reduced while in sixty-eight (36.7 per cent) the same function was being increased.[20]

Lang reported in his study, completed in 1957, that student teaching was regarded as the primary function by most schools, over 70 per cent, and accounted for approximately 49 per cent of the total use.[21]

From the results of these studies, it is clear that student teaching continues to be an important function of the laboratory school. The emphasis of Standard VI, AACTE has caused many laboratory schools to re-examine this function in the total sequence of professional experiences.

Post student teaching. After the student teaching experience has been completed some students may want or need to observe further or to participate in the application of theories about which they were confused during student teaching. Directed observation and participation in the laboratory school following student teaching can be extremely important in helping the students intellectualize from their experiences. The laboratory school may be the best place to

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[20] Rucker, op. cit., p. 150.

[21] Lang, op. cit., p. 44.

hold post-student teaching seminars in which the students attempt to solve their persistent problems and to integrate all of their learnings.[22] The internship during the fifth year of the professional sequence could very well serve the student in providing the services previously mentioned.

The study completed by the American Association of Teachers Colleges listed three major purposes to be served by professional laboratory experiences following the period of student teaching: (1) to permit students to do more intensive work in areas of special interest or competence; (2) to make it possible for students to strengthen shortage areas; (3) to help students gain a new overview of the larger school situation and to study the interrelationships of its various parts.[23]

The value of the internship to the student is also emphasized in this study as having certain unique values for the preparation of teachers, chief among them being: (1) to provide continuity between pre-service and in-service education; (2) to provide gradual induction as a member of a school staff with part supervision by those who know the beginning teacher; (3) to guarantee more effective placement for work; and (4) to afford the college opportunity to study

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[22]Blair, Curtis and Moon, op. cit., p. 32.

[23]Flowers, et al., op. cit., p. 199.

the effectiveness of its work and make needed curricular modifications.[24]

The study by Rucker[25] in 1952 revealed that eighteen out of 185 institutions of various types throughout the United States, or 9.7 per cent, used their campus laboratory schools for the internship.

The value of post-student teaching experiences has been emphasized by accrediting organizations. According to the available literature, progress in this area has not been as great as in the related areas of prior experience and student teaching.

Place of Professional Laboratory Experiences

The place of professional laboratory experiences has long been a controversial matter in the professional education of teachers. Some would argue that these experiences should be placed last in the preparation program following a sound liberal arts type of academic preparation. For many years, this emphasis in thinking prevented professional laboratory experiences from becoming an integral part of the professional sequence.

Standard IV of the AACTE has emphasized the place of professional laboratory experiences in the education of

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[24] Ibid., p. 200.

[25] Rucker, op. cit., p. 108.

teachers as follows: Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as individual, as citizen, and as member of the teaching profession.[26]

The study by Lindsey indicated that the influence of Standard IV had produced a significant increase in provision for professional laboratory experiences throughout the four years of the college program.[27]

Another aspect that relates to the place of experiences is the need for the prospective teacher to participate in all the major activities of the teacher both in the school and in the community.

Standard IV of the AACTE recommendations suggests the following: The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.[28] Lindsey[29] revealed in her study that a greater number of institutions provided opportunities for

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[26]Flowers, et al., op. cit., p. 30.

[27]Lindsey, op. cit., p. 124.

[28]Flowers, et al., op. cit., p. 26.

[29]Lindsey, op. cit., p. 125.

prospective teachers to observe and participate in activities in the total school and in the community.

Administration of Professional Laboratory Experiences

The administration of experiences is primarily concerned with the problem of assigning students to these experiences in order to assure that the most benefit will be derived. The importance of this concept is pointed out in the study of the American Association of Teachers Colleges.[30] as being most satisfactory when assignments to laboratory experiences are made cooperatively by those persons who are most fully acquainted, on the one hand, with the student and his needs and, on the other, with the needs and opportunities in the laboratory situation. Usually these persons are the student's adviser, the student himself, and the director of laboratory experiences who brings knowledge of the work of the various laboratory groups and the over-all program of the laboratory center.

Data relative to the needs, abilities, and background of experience of the student should be shared with the laboratory school teacher prior to the student's work in the laboratory situation. This may be through conference, a special report, or making student cumulative records easily accessible.[31]

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[30]Flowers, et al., op. cit., p. 329.

[31]Loc. cit.

The length of each professional experience should be flexible for the best interests of the student. This includes consideration of the needs of the individual student, his rate of growth, and whether his needs can best be met during the present period or through later contacts in other situations.[32]

Supervision of Professional Laboratory Experiences

The quality of professional laboratory experiences is as important as the range and variety of experiences offered. Quality experience is conditioned by the guidance provided in the particular experience and is closely linked with the basic educational principles of the program. The study of the American Association of Teachers Colleges[33] stated that this concept of guidance will be realized most completely when:

1. The student has a vital and growing part in the guidance of his professional laboratory experiences.

2. Guidance of professional laboratory experiences is directed toward helping the student generalize from experiences and thus develop a set of educational principles.

3. Both college and laboratory teachers share in the supervision of laboratory experiences.

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[32]Flowers, et al., op. cit., p. 326.

[33]Ibid., pp. 328-330.

Lindsey[34] observed in her study that students engaged in professional laboratory experiences still get their guidance from laboratory school teachers and college teachers of education with little participation in this activity by subject matter teachers.

Blair, Curtis and Moon[35] emphasized in their study that laboratory experiences do not exist as inherent parts of courses in the various departments. The experiences must, therefore, be cooperatively planned, supervised and evaluated by staff members in the laboratory school and other departments. There must be evaluation of contributions made by functions as emphasis is changed or as new functions are added. Continuing emphasis in functions requires equally cooperative evaluation to assure the greatest contribution from the expenditure involved.

Leadership and Service

The laboratory school faculty may provide an important function in the area served by the school through leadership and service. This may take the form of professional leadership related to the in-service program of education, Parent-Teacher Association organizations or professional associations. Many laboratory school teachers are skilled in the

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[34]Lindsey, op. cit., p. 124.

[35]Blair, Curtis and Moon, op. cit., p. 29.

use of group dynamics; thus leadership naturally falls to them; besides, they bring a rich background of experience to the thinking of the group.

Leadership can be demonstrated at conferences and workshops, and in professional organizations when the laboratory school teachers employ such procedures as group dynamics or role-playing and take time to analyze the process which can be used in working with other professional groups and with student groups. This is one way of preparing professional leaders and one method of in-service education.[36]

There are many services to be offered through the use of the laboratory school. Blair, Curtis and Moon[37] suggested the following as the most important current and potential services of this type school: experimentation and research; writing and publishing; providing services to schools in an area; providing a production center for teaching aids; and serving as a medium for broadcasting and telecasting.

Experimentation and research. In laboratory schools where experimentation and research are accepted functions, teachers with skills in performing these functions must be employed and money and time made available. Kinds of experimentation and research vary from the development of an

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[36] Ibid., p. 40.

[37] Ibid., pp. 37-42.

experimental attitude with cursory observations of phenomena to carefully controlled experimentation that may be formal, fragmentary or sporadic; and carried on under ideal conditions.[38]

According to Wiles,[39] research activities within a laboratory school should fall into two categories; action research and more carefully designed research.

Sometimes administration and staff of a laboratory school become so involved in the detail and difficulties of teaching children and of providing opportunity for participation or practice teaching that no time is left for research activity. Priority is given to the other functions of the laboratory school work, and years pass without any significant contribution to educational theory from a school that is designated as a laboratory. It is questionable that laboratory schools will continue to receive the support of the profession unless the research function is given more than lip service.[40]

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[38] Ibid., p. 38.

[39] Kimball Wiles, "Role of the Laboratory School in Educational Research," as presented at Conference held at P. K. Yonge Laboratory School, University of Florida, November 1958, p. 19.

[40] Ibid., pp. 19-20.

Rucker[41] reported in his study that from a total of 185 institutions of various types throughout the United States, sixty-nine, or 37.2 per cent, used their campus laboratory schools for research. His study also revealed that three schools, or 1.6 per cent reported that laboratory research was being reduced while thirty-seven schools, or 20 per cent, reported that laboratory research was being increased.

Writing and publishing. The function of writing and publishing is quite often related to the research and experimentation function of the school. Blair, Curtis and Moon[42] insist that much writing and publishing should be done by laboratory school staff members because the very nature of their work keeps them aware of the many problems facing children and youth, college students, college teachers, and teachers-in-service. Laboratory school teachers can contribute articles to professional and non-professional magazines; to yearbooks, bulletins and other publications of their professional organizations; and to the publications of their own college. Such writing cannot be expected, however, unless time is made available.

Providing services to schools in an area. Services rendered to local schools by the laboratory school may provide

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[41]Rucker, op. cit., p. 108.

[42]Blair, Curtis and Moon, op. cit., p. 39.

assistance in the areas of teaching methods, materials, and evaluation techniques. The provision of these services must require that time be made available and that the laboratory school teacher be well informed in the area to be served.

Follow-up service for the beginning teacher in the area can render valuable assistance to the local school system. It will also provide opportunity to evaluate the effectiveness of the teacher preparation program.

In serving the public schools, laboratory school teachers' activities are varied. The teachers serve as consultants in curriculum study and revision, as committee members evaluating school programs for accreditation or, perhaps, as resource persons to the staff preparing for the visitation of the evaluating committee. Schools wishing to improve their instructional program often invite laboratory school teachers to work with their staffs for an extended period of time.[43]

The kinds of service rendered by the laboratory school depend upon the needs of the schools in the area, and the competencies and professional load of the laboratory school staff.

Providing a production center for teaching aids. The growing need for films, filmstrips and other teaching aids to

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[43]Ibid., p. 40.

enhance learning in the various subject matter fields indicates another service that can be performed by the laboratory school--"serving as a production center."

This concept could be enlarged to provide films, slides, maps, charts, graphs, tape recordings, posters, murals, replicas and models of various kinds. It is a natural center from which to distribute such materials not only within the school itself, but among schools in the service area.[44]

Serving as a medium for broadcasting and telecasting. Keeping the public informed about the educational program is a vital service that could be provided by the laboratory school through the use of radio and television. New concepts in curriculum and teaching methods could be presented as first-hand information to the public. An informed public can lend substantial support to the educational program.

The public relations program is an important aspect of every school system. The laboratory school can exemplify a high-type public relations program through radio and television for an informed citizenry in its own community, and for the learning experiences it can afford college students who soon will have similar responsibilities in their school communities.[45]

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[44] Ibid., p. 41.

[45] Loc. cit.

Telecasting by closed circuit television for the benefit of people on campus only is now being tested in laboratory schools. Perhaps this is a solution to the problems of increasing numbers of observations requested by more and more large class groups.[46] A careful study of the value of this technique should be undertaken in order to be sure that it will not affect the health and emotional behavior of the children and youth in the classroom.

The functions now being served by the laboratory school in the area of leadership and service and those of potential future value indicate that the maximum use of the laboratory school should be the responsibility of every person on the campus concerned with the education of teachers.

Summary

Chapter I has presented data that are descriptive of the various aspects of the problem and its related subdivisions. The introduction presented the extent, scope, and need for conducting the study. The purpose of the study was explained and sub-problems were identified. Additional aspects of the study including definitions and delimitations were presented.

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[46] Loc. cit.

The development of the laboratory school was discussed as to the original purposes, modern concepts and implications for changes in function.

The laboratory school was shown to have evolved in American teacher education to fulfill the need for direct experiences with children. Later emphases in its use were the result of attempts to develop the experimental function.

The leadership of the American Association of Colleges for Teacher Education was indicated as responsible for implementing needed changes in professional laboratory experiences in the teacher education program.

The review of related studies was presented to show the results of research pertaining to changes in function in the laboratory school program. This evidence indicated that some changes in the provision for professional laboratory experiences would be desirable. Recommendations were suggested showing the need for more prior experiences, full-time student teaching, and some post-student teaching experiences. The need for cooperation between the laboratory school and college staff in the assignment and supervision of laboratory experiences was emphasized.

Several functions, not specifically a part of the teacher education program, were advocated as desirable functions of the modern-day laboratory school. Among these were: experimentation and research; writing and publishing of

articles by the laboratory school staff; providing leadership in professional meetings; serving as an observation center for teachers from the local area and for foreign students visiting in the United States; serving as a production center to provide teaching aids for use in the local area; and serving as a medium for broadcasting and telecasting.

Chapter II presents a discussion of the procedures followed in pursuit of information for the development of the study.

CHAPTER II

THE DEVELOPMENT OF THE STUDY

General Procedures

The plan for developing this study on changes in function of the college-controlled laboratory school involved several procedures which required the assistance of the members of the writer's graduate committee. Additional assistance was rendered by members of the University of Tennessee Educational Administration and Supervision seminar group. A tentative outline for the study was presented to these groups which served to define the scope and limits of the study, to clarify purposes, and to identify the sub-problems to be considered in conducting the study.

The plan for conducting the study in the area of college-controlled laboratory school functions was largely due to three conditions: first, the writer had several years experience as a teacher and principal in a college-controlled laboratory school; second, leaders of related professional organizations indicated a need for such a study; and third, a review of laboratory school literature showed that the functions of this type school were attracting wide attention.

As a result of conferences with members of his committee and correspondence with leaders in the laboratory

school movement, the writer was advised to investigate several sources for data to be used in conducting the study. The following sources were selected as the best means of obtaining accurate and pertinent information: review of literature related to the college-controlled laboratory school; visitation of selected college-controlled laboratory schools within a specified area to interview certain key personnel; and compilation of an appropriate questionnaire based on the information obtained from the preceding sources which was sent to certain college-controlled laboratory schools throughout the United States. Several months were devoted to making inquiry into these activities and determining their use in conducting the study.

Use of the Case Study Technique

Following a review of the literature related to the study, the writer began a careful analysis of the best means of obtaining data through the use of a case study approach. An "interview guide," suitable for use by the interviewer and interviewee alike, was constructed in keeping with plans for the study. This contributed to uniformity in conducting the interviews.

Formulating the Interview Guide

The design of the interview guide was formulated after a careful study of the best means to employ the case study

technique. The writer believed the instrument should be of such construction as to be easily followed and understood by the interviewee. The final draft of the guide was constructed after a careful study of suggested contents and methods.

The interview guide, a copy of which appears in the Appendix, contained the following six parts relating to the possible functions served by the college-controlled laboratory school:

1. Professional laboratory experiences.

2. Administration of the program of professional laboratory experiences in the laboratory school.

3. Guidance of the professional laboratory experiences in the laboratory school.

4. Additional functions provided in the teacher education program.

5. Reasons for change in the functions of the college-controlled laboratory school.

6. Additional information concerning the laboratory school program.

The first four parts of the guide provided a check-type method of indicating pertinent information that was appropriate to the study followed by specific questions and space for additional comments. The last three parts provided space for answering the specific questions relating to changes in function, reasons for changes in function and

problems of the laboratory school. The question of the merit and future of the laboratory school was also presented to the interviewee.

The first three parts of the guide were centered around the functions provided in the area of professional laboratory experiences. The problem of how best to evaluate this area of the program was of paramount importance in the construction of the guide. To best meet this problem, the writer turned to Standard VI, Professional Laboratory Experiences of the Evaluation Schedule of the American Association of Colleges for Teacher Education.

As a result of the study completed by the American Association of Teachers Colleges[1] in 1948, the American Association of Colleges for Teacher Education began an evaluation of member schools. The evaluation was based on recommended standards for improving the program of laboratory experiences in teacher education as proposed in the study. All member schools of AACTE were expected to meet the proposed standards in order to be accredited. The writer decided to use the results of this evaluation as the basis for determining possible changes in function in the area of professional laboratory experiences in the schools to be visited.

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

The design of parts one, two and three of the interview guide provided for a comparison of the extent of use of each function in 1948 and in 1958 by the use of a ten point progressive scale based on evaluative judgment. As a further means of obtaining data in this area, the writer was permitted by each school visited to study the formal report of the most recent AACTE evaluation.

The interview guide was tested for accuracy and usefulness through interviews arranged in a typical laboratory school situation. The persons interviewed were asked to comment on the guide and offer suggestions for improvement. The guide was then revised and put in final form for use in the schools selected for visitation.

Selection of Schools for Visitation

The selection of schools to be visited was arranged in cooperation with the writer's graduate committee. An area comprising six states surrounding the writer's home state was selected. Ten college-controlled laboratory schools in the six-state area were designated as the source for securing the data for this part of the study. A list of the schools visited in each state and the type of school, according to grades included, is found in the Appendix. Chapter III contains an analysis of the interviews resulting from the visitation of the selected college-controlled laboratory schools.

Use of the Survey Method

The review of related literature and the summary of the data acquired through the case studies of selected laboratory schools produced important information concerning changes in function in this type school since 1948. The next step in the plan was a survey study of selected college-controlled laboratory schools throughout the United States by means of a questionnaire.

Developing the Instrument

The first step involved in designing the questionnaire was that of conducting a careful review of the laboratory school literature in regards to possible changes in function. The results of the case studies were carefully analyzed for indication of new functions and changes in function. Upon completion of the review and study of these two sources, the functions identified were assembled under five major areas as follows: Professional Laboratory Experiences, Place of Professional Laboratory Experiences, Administration of Professional Laboratory Experiences, Supervision of Laboratory Experiences and Additional Functions Provided by the Laboratory School. These categories were established after careful analysis seemed to indicate possible changes in function had occurred.

The form of the questionnaire was representative of the five major areas identified through related literature and the case studies. This instrument, a copy of which appears in the Appendix, contained a series of twenty-six possible changes in function in the college-controlled laboratory school. The questionnaire, as submitted to laboratory schools throughout the United States, contained eight pages listing twenty-six statements and providing space for laboratory school directors to check their reactions to the statements in box-type space locations indicating the function had been emphasized: more, about the same, or less, since 1948. The instrument form also contained space for additional comments following each statement and a final page provided more space for this purpose. Definitions of key terms used in the statements were presented for clarity of understanding.

Testing the Questionnaire

The questionnaire was designed to be completed by the directors or principals of the participating laboratory schools selected from throughout the United States. The writer's graduate committee carefully examined the instrument and offered valuable suggestions for its improvement. Laboratory school personnel contributed additional suggestions that improved the questionnaire in its final form.

Selection of Schools for the Survey

All possible sources were investigated for up-to-date mailing lists of college-controlled laboratory schools throughout the United States. The best available list was finally obtained from the national office of the American Association of Colleges for Teacher Education which contained 191 AACTE schools having college-controlled laboratory schools. This listing became the official source for the selection of schools that were used in the survey.

Selection of schools was made from the AACTE list to include a sampling from all states represented and to insure that a minimum of one hundred schools would be included in the final survey. A letter requesting the cooperation of these schools in the study was forwarded under the joint signature of the chairman of the writer's graduate committee and the writer. One hundred ten schools indicated a desire to participate in the study and questionnaires were forwarded to the directors of these schools on February 18, 1959.

Accompanying the copy of the questionnaire sent to each school were two supplementary sheets. One sheet gave directions for adequate and efficient completion of the form; the other was a letter of introduction expressing words of appreciation to the directors for their willingness to participate and explaining the nature of the study. Copies of these supplementary sheets are included in the Appendix.

Explanation was made that summary findings would be furnished to participants. Envelopes with stamp and return address were enclosed with each questionnaire mailed. A list of the participating schools, their location, and the type of school according to grades included is found in the Appendix.

Organization and Treatment of Data

The organization and treatment of data throughout the study follow the sequence of the sub-problems identified in Chapter I as follows:

1. To analyze changes in the type and amount of professional laboratory experiences provided in the college-controlled laboratory school.

2. To analyze changes in the administration of professional laboratory experiences in the college-controlled laboratory school.

3. To determine changes that have occurred in the area of cooperative relationships between colleges and laboratory school staffs in the guidance of professional laboratory experiences in the laboratory school.

4. To analyze changes in the sequence of professional laboratory experiences provided in the college-controlled laboratory school.

5. To analyze changes in function in the college-controlled laboratory school which are not directly related

to the teacher education program.

6. To evaluate changes in function of the college-controlled laboratory school during the period 1948 to 1958.

Each of the sub-problems presented relate to all sources of data used in the development of the study.

Procedures Relating to Data Derived from Review of Literature

Findings secured from a review of laboratory school literature were used in the treatment of all sub-problems. The literature was also reviewed for additional changes in function that had occurred in the college-controlled laboratory school. The review of literature provided the information used in Chapter I dealing with the area of related studies.

Procedures Relating to Data Derived from Case Studies

The data secured through use of the case studies were compiled for each area included in the interview guide. The findings were then analyzed for specific relationship to the six sub-problems of the study. The findings, along with the data secured from available literature, were then used as the basis for formulating the survey questionnaire. Data derived from the analysis of the interviews resulting from the visitation of selected college-controlled laboratory schools provided the basic content for Chapter III of the study.

Procedures Relating to Data Derived from the Questionnaire

The organization of the questionnaire was directly related to the sub-problems of the study. The first five parts of the questionnaire were designed to provide the information needed to analyze the changes in function of the college-controlled laboratory school as proposed in the first five sub-problems. An analysis of the overall results of the questionnaire provided data in relation to sub-problem six.

The questionnaire responses were tabulated according to the twenty-six statements presented and the accompanying questions. Comments following each statement and at the conclusion were also listed. Data from this source provided the basic content for Chapter IV. Statistical data presented in table form with explanation and interpretation of findings served to inform the reader of the survey results.

Summarizations and conclusive statements made from the study required considerable time for the application of logical interpretation of the data being examined. Upon the results drawn from the data collected and tabulated, basic conclusions were reached and recommendations concerning the laboratory school program were made.

Summary

Chapter II has presented the procedures used in the development of the study. The valuable assistance rendered

by the writer's graduate committee provided guidance and leadership in the recognition of the essential factors influencing the study and made possible the various approaches for the development of the study.

The review of literature on laboratory schools provided source material for developing the interview guide and questionnaire. The review of literature also provided valuable information relating to changes in function in the laboratory school.

The results of the interviews made in connection with visits to selected college-controlled laboratory schools provided valuable data for the construction of the survey questionnaire. Processes of formulating and testing the interview guide in selected schools were discussed.

The form of design used in the construction of the questionnaire made possible the use of tables in presentation of statistical data. Pertinent information concerning changes in function was provided through additional comments and the answers to specific questions in connection with the twenty-six suggested changes in function.

The method used in the organization and treatment of data was presented. Specific procedures relating to the three source areas that produced data for the study were discussed. Chapter III presents a discussion of the results obtained through visitation of the selected college-controlled laboratory schools.

CHAPTER III

AN ANALYSIS OF INTERVIEWS RESULTING FROM VISITATION OF SELECTED COLLEGE-CONTROLLED LABORATORY SCHOOLS

Personnel Interviewed

The visitation of the selected college-controlled laboratory schools began in the summer of 1957. Arrangements for the interviews were made by letter with the directors or principals of the schools to be visited. The time schedule permitted the writer to spend approximately one full day in each school.

Interviews were arranged with persons closely associated with the laboratory school program in the areas of administration, supervision, teaching and learning. Each school was requested to arrange for interviews with the laboratory school principal or director, a teacher in the laboratory school, a college teacher working with the laboratory school program and a senior college student with experience in the laboratory school. The time required for each interview was approximately forty-five minutes.

Nature of the Interview

Arrangements were made in each school for a private room in which to conduct the interviews. In most cases the

interviews were conducted with one person at a time. This procedure seemed to be most advantageous in securing the desired information on an impartial basis. Following a brief "get acquainted" period, the writer presented the "interview guide" and explained its use.

The purpose of the study was explained along with the methods to be used in securing the data. The importance of the study to the teaching profession, and to the laboratory school in particular, was emphasized. In all cases the persons interviewed were eager to help and provided the information requested after carefully considering the facts.

The interview guide was followed step-by-step, with the interviewee given adequate time to arrive at each decision. In cases of uncertainty questions were left unanswered. Each part of the guide referring to the AACTE Evaluation Form was discussed with the interviewee to assist him in making his evaluation using the ten point progressive rating scale.

After the interviews were concluded the writer was permitted to study the results of the most recent AACTE evaluation of the school. This served to verify information furnished through the interviews. The overall data obtained were then compiled into one report for the school visited.

Valuable information concerning each laboratory school was obtained from the college catalog, brochures describing the laboratory school program, and other related printed

material. This informative literature was readily furnished upon request and served to clarify the data obtained through the interviews.

Review of the Laboratory School Functions

The data obtained from the ten case studies were tabulated and compiled as a means of reviewing the laboratory school functions in these institutions. The statistical data, questions and comments were summarized according to the following six parts of the interview guide: (1) Professional Laboratory Experiences; (2) Administration of the Program of Professional Laboratory Experiences in the Laboratory School; (3) Guidance of the Professional Laboratory Experiences in the Laboratory School; (4) Additional Functions Provided by the Laboratory School in the Teacher Education Program; (5) Reasons for Change in the Functions of the College-Controlled Laboratory School; and (6) Additional Information Concerning the Laboratory School Program. The first four parts of the guide emphasized the functions provided in 1948 and in 1958. Questions raised in connection with parts five and six were designed to indicate additional functions provided and the reasons why changes in function had taken place.

The treatment of the data, as presented in the following review of functions, was designed to compare the existing functions in 1948 and in 1958. The extent and use

of the various functions were presented informally through data derived from the ten case studies. A comparison of the function in 1948 and in 1958 served to emphasize the importance of the function in the ten schools visited by the writer.

Professional Laboratory Experiences

Prior to student teaching. Experiences prior to student teaching in 1948 offered opportunities for observation, participation and demonstration teaching. Only a few schools provided observation during each year of the four-year sequence with this experience limited, in most cases, to the junior and senior years. Participation was a function in the junior or senior year in most schools. One school listed this as a function in the sophomore year. Demonstration teaching was most common in the junior and senior years with two schools providing this opportunity in each year of the professional sequence.

The same prior experiences as above were offered in 1958 with some change in emphasis. Observation was offered during all four years of the college sequence in five schools visited. Participation was offered as an experience in the junior and senior years in four schools with three schools offering this activity in the junior year and one school during the fifth year. Demonstration teaching was provided by two schools throughout all four years; three schools

provided this function during the junior year and two schools during the junior and senior years.

Student teaching. The approximate amount of student teaching done in the laboratory school in 1948 ranged from 70 per cent to 100 per cent for an over-all approximate average of 92 per cent. This experience was provided, in most schools, in the senior year on a one hour per day basis. Two schools offered this activity in the junior year and one in the sophomore year.

In 1958 the amount of student teaching being done in the laboratory school varied from 1 per cent to 100 per cent with an over-all approximate average of 50 per cent. Four schools offered this activity on a part-time basis and four on a full-time basis. Only one school continued to offer student teaching as a one hour-a-day experience.

Following student teaching. Post student teaching experiences were not indicated as a function for the year 1948 in any of the ten schools.

By 1958 two schools were offering these experiences for graduate students. None of the ten schools, however, reported that a fifth year internship was being offered. One school provided a practicum experience in connection with the graduate program in supervision. Another school sponsored an Honors Student Program for graduate elementary students. Eight of the ten schools did not provide any post-student teaching experiences in 1958.

Place of professional laboratory experiences in the college curriculum. On the basis of the ten point rating scale used in the interview guide, over-all ratings indicate that the place of experiences in most cases was unsatisfactory in 1948. Experiences prior to student teaching were not of sufficient length to meet the needs of the student. There was a definite lack of provision for meeting the needs of students after student teaching. The schools were equally divided as to how satisfactory experiences were in being an integral part of the work of each year.

The place of experiences was indicated by the over-all rating of the schools to be more nearly satisfactory in 1958 than in 1948. These experiences were considered to be more an integral part of the work of each year with better provision for prior experiences. Student teaching occurred more nearly at the point in the student's development when he was ready for it. Some adjustment had been made in the length and type of student teaching to better meet the needs of the student. Provision for experiences following student teaching was still considered unsatisfactory in most of the ten schools.

Nature of professional laboratory experiences. The over-all ratings, in respect to the guide, indicated that most schools felt the nature of professional laboratory experiences was unsatisfactory in 1948. Students participated

in most of the major activities of the teacher within the classroom but were considered deficient in extra-class activities of the teacher and in other phases of the school program.

The majority of the schools visited reported that students had more opportunities to participate in all the major activities of teachers in 1958. This included those activities in the classroom, in extra-class responsibilities and in other areas of the school program.

Administration of Professional Laboratory Experiences in the Laboratory School

Prior to student teaching. Assignment to these experiences in 1948 was the responsibility of the college teacher in five of the ten schools reporting. In one instance assignments were made by the director of student teaching, and in another school this function was performed cooperatively by the college teacher and the director of the laboratory school.

In 1958 the teacher of the college course was responsible for assigning students to prior experiences in four of the reporting schools. Five schools were making these assignments cooperatively; involving the teacher of the college course, the student's major professor, director of the laboratory school and the laboratory school teacher.

Student teaching. Assignment to this activity in 1948 was the responsibility of the director of student teaching in

four schools. Three schools placed this responsibility in the hands of the principal or director of the laboratory school. Only one school reported this function being performed on a cooperative basis involving the student's major professor and the director of student teaching.

Assignment to student teaching was reported as a cooperative process in 1958 in four of the ten schools. This involved the director of student teaching, director or principal of the laboratory school, and the student's major professor. Three schools named the director of student teaching as responsible for making these assignments. Two schools allowed the director or principal of the laboratory school to perform this function.

Following student teaching. Schools providing post-student teaching experiences in 1958 arranged for assignments to these activities on a cooperative basis. In all cases arrangements were made between the laboratory school teacher, the teacher of the college course and the laboratory school principal.

Assignment and length of laboratory experiences in terms of effective practices. Procedures used in assigning students to laboratory experiences in terms of needs, interests and abilities of students were rated as unsatisfactory in 1948 in most schools visited. Assignments were not, in some instances, being made to protect the best interests of

pupils or the laboratory school teacher's load. The length of time a student remained in student teaching was rated as unsatisfactory in all but three schools. Practices in withdrawing students from laboratory experiences were considered unsatisfactory in five schools.

Each of the ten schools indicated more effective procedures in assigning students to laboratory experiences in 1958. This included more adequate attention to the needs, interests and abilities of students. The increased time provided for student teaching assisted the student in gaining a better knowledge of how to guide the learning process in helping him to realize his own strengths and weaknesses in this area. Practices in withdrawing students from laboratory experiences were also indicated as more satisfactory in most schools.

Guidance of the Professional Laboratory Experiences in the Laboratory School

Prior to student teaching. Supervision of prior experiences in the laboratory school in 1948 was the responsibility of the teacher of the related college course in three of the schools contacted. Five schools performed this function cooperatively with the laboratory school teacher, teacher of the college course, and the major professor being involved.

The teacher of the college course was indicated as responsible for the guidance function in 1958 in three

schools. Five schools listed this as a cooperative function between the teacher of the college course and the laboratory school teacher. In one school the major professor assisted with the supervision in this area.

Student teaching. In all cases this was reported as a cooperative arrangement between the laboratory school teacher and college personnel in 1948. The director of student teaching was the key person working with the laboratory school teacher in four schools. In two schools the college supervisor was the key person. The teacher of the college course assisted with supervision of student teaching in two schools.

Little change in the above arrangements was indicated for 1958. In all schools the laboratory school teacher was the key guidance person assisted by the director of student teaching or the college supervisor.

Following student teaching. Functions of a post-student teaching nature provided in 1958 were supervised by the laboratory school teacher and the college course teacher or supervisor.

Status of cooperative guidance of professional laboratory experiences in the laboratory school. Only one school reported cooperative relationships in guidance of professional laboratory experiences to be of a satisfactory nature in 1948. The student seemed to have little say in the guidance of these experiences. Laboratory school teachers were not sharing as

they should in use of the data relative to needs, abilities, and background of students. Channels of communication between laboratory school teachers and college personnel were not effectively used. College teachers were not cooperating to a satisfactory degree in the supervision of laboratory experiences.

Cooperative relationships in guidance were indicated as having more aspects satisfactory than unsatisfactory in 1958 by a majority of the schools visited. Data on students were more readily available to the laboratory school teacher. Conferences and other channels of communication between laboratory and college teachers were indicated as more effectively used. Some improvement was indicated in respect to the cooperation of college teachers in the supervision of laboratory experiences.

Additional Functions Provided by the Laboratory School

The extent to which the laboratory school was used to provide additional functions varied in the ten schools in 1948. In respect to the various functions provided at this time, the following were most frequently mentioned:

1. Some experimentation and research was being conducted in all the schools.

2. Laboratory school teachers did not instruct the special methods courses in any of the ten schools.

3. Follow-up service for first year teachers was

provided in the local school system by two schools.

4. Laboratory school teachers provided professional leadership for area meetings.

5. Laboratory school teachers served as consultants for in-service teacher education programs and workshops.

6. Teachers from local areas observed teaching in the laboratory school.

7. A reading clinic was conducted for area groups in one school.

The area of additional functions in 1958 included some that did not exist in 1948. The following additional functions were being provided by the various schools in 1958:

1. Some experimentation and research was still being conducted in the laboratory school.

2. Three of the ten schools had laboratory school teachers instructing the special methods courses.

3. Follow-up service for first-year teachers in the local school system was provided by four of the schools.

4. Laboratory school staff members served as leaders and consultants for professional group meetings.

5. Foreign students were provided the opportunity to observe current educational practices.

6. Some laboratory schools were used to provide teaching aids for use in the local area.

7. Educational programs were furnished for television and radio.

8. Teachers from the local area observed laboratory school teachers.

Reasons for Changes in Functions of the College-Controlled Laboratory School

Each interviewee was asked to give reasons why changes in function had occurred in the program of professional laboratory experiences in the college-controlled laboratory school since 1948. Responses to this question were summarized according to experiences: (1) prior to student teaching; (2) student teaching; and (3) following student teaching.

Prior to student teaching. Changes in this area occurred in various schools for the following reasons:

1. Adoption of Standard VI of the AACTE led to more desirable goals in the teacher education program.

2. Changing standards of teaching in the public schools required students to have better preparation.

3. There was a need to provide student with better foundation for student teaching experience.

4. Changes in state regulations and certification requirements necessitated more prior experiences.

Student teaching. As previously indicated, less student teaching was being conducted in the ten laboratory schools in 1958 than in 1948. Reasons given for this trend

were as follows:

1. Enlarged college enrollment demanded more facilities.

2. Effect of Standard VI of the AACTE led to a full-time student teaching experience in the public schools.

3. There was a need to use laboratory schools for prior experiences.

4. There were changes in state regulations and certification requirements concerning student teaching.

Following student teaching. Only two of the ten schools used the laboratory school for an experience following student teaching. These programs were provided to meet the needs of graduate students in supervision and elementary education.

Additional Information Concerning the Laboratory School Program

Laboratory school personnel interviewed in the ten schools were asked to respond to two questions: (1) What are the most serious problems that confront you at the present time in relation to the program of professional laboratory experiences in the laboratory school?; and (2) What is your opinion of the relative merit of the laboratory school program and what is its future?

In answer to the first question, the following were listed as the most serious problems:

1. Lack of participation and interest by college teachers in the laboratory school program.

2. Difficulty of informing lay people of the possibilities of the laboratory school program.

3. Difficulty in acquiring equal status and rank for the laboratory school teachers on the college faculty.

4. The laboratory school is becoming too small to accommodate the increasing numbers of students in teacher education.

5. Inadequate facilities.

6. Insufficient funds.

A summary of responses to the second question relating to the merit of the laboratory school and its future, revealed the following:

1. The laboratory school should explore all educational possibilities which we have reason to believe are sound.

2. The laboratory school provides a situation where more ideal learning conditions may be observed.

3. A high quality teacher education program requires the use of a laboratory school.

4. The laboratory school will become an experimental school to furnish evidence of newer trends in the teacher education program.

5. There is a definite need for an on-campus laboratory school in the training of teachers just as there is a need for a hospital in the training of doctors.

6. Laboratory schools will provide more experimentation and research in education.

7. Student teaching will become a less important function in the laboratory school. More prior experiences and experimentation will replace this function.

8. More post-student teaching experiences will be provided in the laboratory school.

9. Forward looking people in education will strengthen the laboratory school to properly serve the teacher education program.

10. Many uninformed people, who are thinking only of finances, will make it extremely difficult to maintain the laboratory school in some areas.

Implications for Possible Changes in Function in the Laboratory School

A review of the functions provided in the laboratory school in 1948 and in 1958, as revealed through visits to the ten selected schools, indicated that some changes may have taken place in this type school. An analysis of the possible trends relating to functions is presented according to the various areas studied through the interview guide.

Professional Laboratory Experiences

More experiences prior to student teaching were being offered in 1958: observation in all four years of the sequence was more prevalent; participation in the junior year had increased; demonstration teaching continued to be an important function provided in the program.

Less student teaching was being provided in the laboratory school in 1958 with more emphasis being placed on full-time student teaching either in the laboratory school or public school. Some schools were providing junior student teaching on a part-time basis in the junior year followed by full-time student teaching in the senior year.

Very little change in the provision for post-student teaching experiences was indicated. Only a few schools had programs providing for the needs of students during the fifth year of the sequence.

Administration of the Program of Professional Laboratory Experiences in the Laboratory School

The assigning of students to laboratory experiences in the laboratory school in 1958 indicated a more cooperative process involving to a greater degree both college and laboratory school personnel. More consideration was being given to the needs, interests and abilities of students. The length of time a student was assigned to these experiences was more adequate for his own welfare in the program and for

the best interests of the laboratory school student.

Guidance of Professional Laboratory Experiences in the Laboratory School

The supervision of professional laboratory experiences placed more emphasis on cooperative guidance than in the past. The laboratory school teacher remained as the key person, but more assistance was provided from others concerned with the program, especially in the area of prior experiences.

Additional Functions Provided by the Laboratory School

Several changes in function in this category were implied by the case study results of the ten schools. The following suggested trends are important to this study:

1. Laboratory school teachers instructed the special methods courses for college students in more schools.

2. Follow-up service for first-year teachers in the local school system was provided more frequently.

3. The amount of experimentation and research in the laboratory school had not changed to any great extent.

4. Laboratory school staff members were serving more often as leaders and consultants for professional meetings.

5. The laboratory school was used more extensively for observation by foreign students.

6. More teachers from the local area were observing in the laboratory school.

7. The laboratory school was becoming "the production center" where teaching aids were produced and catalogued for use in the area.

These implications for possible changes in function of the laboratory school, along with those revealed in the related literature, provided the necessary information to construct the survey questionnaire.

Summary

Chapter III has presented an analysis of the interviews resulting from the visitation of selected college-controlled laboratory schools. This material has been presented in a manner designed to reveal possible changes in function in the laboratory school. Data derived from an analysis of the interviews have been used to indicate possible trends.

Key personnel interviewed in connection with the case studies provided valuable information relating to changes in function of the laboratory school. These persons represented all facets of the teacher education program in relation to the laboratory school program.

The nature of the interview was explained in relation to the various procedures employed. The use of the interview guide was presented as a means of obtaining uniform case study results.

The review of the data collected through interviews in the ten selected college-controlled laboratory schools implied that some changes may have taken place in this type school during the period 1948 to 1958.

There was evidence of some changes in the provision for professional laboratory experiences. More prior experiences were being offered in a majority of these schools. Less student teaching as a function was indicated with little emphasis being given to post-student teaching experiences. Professional laboratory experiences were a more integral part of the work of each year of the college sequence. The assignment of students to experiences was a more cooperative process, involving the student, college and laboratory school personnel. Some improvement was shown in respect to the supervision of laboratory experiences.

Certain changes in function, not specifically a part of the teacher education program, were implied from the data presented in this chapter. Laboratory school staff members in more schools were teaching the special methods courses. More follow-up service to first-year teachers was being provided. Laboratory school staff members were also serving more often as leaders and consultants for professional meetings. The laboratory school was being used more extensively for observation by foreign students and by teachers from the local service area.

Experimentation and research were still being conducted in the laboratory school, but the data did not indicate a major change in the emphasis being placed on these important functions.

Chapter IV presents an analysis of the responses on changes in function of the college-controlled laboratory school as revealed by the results of the questionnaire.

CHAPTER IV

AN ANALYSIS OF RESPONSES ON CHANGES IN FUNCTION OF COLLEGE-CONTROLLED LABORATORY SCHOOLS AS REVEALED IN QUESTIONNAIRE

Description of Data

The data presented in Chapter IV show the responses given by the directors or principals who participated in completing the survey questionnaire on changes in function of the college-controlled laboratory school.

A summary of total responses is presented following the description of data. The calculations present percentages figured to the nearest hundredth.

The ninety-three returned questionnaires were 85 per cent of the total of 110 questionnaire forms distributed by mail to college-controlled laboratory schools in forty states and the District of Columbia. Table I, page 68, shows the number of states responding to the questionnaire with the number of returns received from each state and the corresponding per cent of return. The largest number of returns received from any one state was eight from New York. Oklahoma was the only state, having a college-controlled laboratory school, that did not respond to the questionnaire. Of the ninety-three forms returned by laboratory school

TABLE I

SUMMARY OF QUESTIONNAIRE RETURNS BY STATES

	Number of States	Returns by Each State	Total Returns	Per Cent
	1	8	8	9.09
	1	7	7	7.95
	5	4	20	22.73
	3	3	9	10.23
	15	2	30	34.10
	14	1	14	15.90
Total	39		88	100.00

directors, five were not sufficiently complete for use in the study.

The types of schools responding to the questionnaire, according to grades included, are listed in Table II, page 70. Three types of schools account for the majority of returns; more than 20 per cent include grades K - 12; more than 19 per cent include grades K - 8; and more than 19 per cent include grades K - 6.

This chapter treats the data of the returned questionnaires including both the statistical data and the additional comments. Tables were used to present the statistical data. Following the data given in the tables are explanations and interpretations of findings revealed by the survey.

Presentation of the statistical data in Chapter IV follows the order of the five major areas of laboratory school functions established in the design of the questionnaire. These five major areas were as follows: Professional Laboratory Experiences, Place of Professional Laboratory Experiences, Administration of Professional Laboratory Experiences, Supervision of Professional Laboratory Experiences, and Additional Functions Provided by the Laboratory School.

TABLE II

SUMMARY OF SCHOOLS RESPONDING ACCORDING TO GRADES INCLUDED

Grades Included	Number of Schools	Per Cent
*N - 9	3	3.41
N - 12	2	2.28
**K - 6	17	19.31
K - 7	1	1.14
K - 8	17	19.31
K - 9	9	10.23
K - 10	1	1.14
K - 12	18	20.44
1 - 6	8	9.09
1 - 8	2	2.28
1 - 9	1	1.14
1 - 12	7	7.95
7 - 12	1	1.14
9 - 12	1	1.14
Total	88	100.00

*N - Nursery

**K - Kindergarten

Professional Laboratory Experiences

Prior to Student Teaching

Table III, page 72, shows that more than 73 per cent of the eighty-eight schools responding to the questionnaire stated that providing opportunities for observation of classroom teaching was being emphasized more in 1958 than in 1948. More than 51 per cent of the schools reported greater emphasis in 1958 in providing classroom participation.

The establishing of the trend in these two areas seems logical in view of the need to improve the quantity of prior experiences in keeping with Standard VI of the AACTE. Observation and participation provided the nucleus of prior experiences in the usual classroom situation.

There was some evidence that demonstration teaching does not conform to the above trend, as only 44 per cent of the schools reported more emphasis in this area. More than 46 per cent indicated about the same emphasis was being placed on this function. The trend in the area of demonstration teaching seems unclear.

Table IV, page 73, shows that observation was provided in all four years of the college sequence in more than 20 per cent of the schools. Slightly more than 17 per cent provided this experience in the upper three years of the program. All but seventeen of the schools provided this experience in more than one year of the sequence. This seems to indicate a trend

TABLE III

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

Function	Since 1948 Function Emphasized: More		About Same		Less		Never a Function		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Providing opportunities for observation of classroom teaching	65	73.86	18	20.45	5	5.69	---	---	---	---	88	100
2. Providing classroom participation	45	51.14	28	31.81	6	6.82	4	4.55	5	5.68	88	100
3. Using demonstration teaching to illustrate special teaching and learning techniques	39	44.32	41	46.59	8	9.09	---	---	---	---	88	100

TABLE IV

SUMMARY OF RESPONSES RELATING TO YEAR OR YEARS STUDENT OBSERVES CLASSROOM TEACHING PRIOR TO STUDENT TEACHING

Year or Years	Number of Schools	Per Cent
Freshman	1	1.14
Sophomore	6	6.82
Junior	10	11.36
Senior	0	--
Freshman, Sophomore, Junior and Senior	18	20.44
Freshman and Sophomore	8	9.09
Freshman and Junior	4	4.55
Freshman and Senior	1	1.14
Sophomore and Junior	14	15.90
Junior and Senior	2	2.28
Sophomore, Junior and Senior	15	17.05
Freshman, Sophomore and Junior	8	9.09
Freshman, Junior and Senior	1	1.14
Total	88	100.00

in keeping with the AACTE Standard VI recommendation to provide experiences in more years of the college program.

Table V, page 75, shows the year or years the student had classroom participation prior to student teaching. More than 26 per cent reported this to be a function of the junior year. There appeared to be no clear or definite pattern of change followed with reference to when or how often participation should be provided prior to student teaching.

An analysis of the over-all program of prior experiences would seem to imply that more attention was being placed on this part of the program than in 1948. Less emphasis in this area was reported by only a few schools.

Student Teaching

Table VI, page 76, reveals a definite change in regard to the provision for student teaching in the laboratory school. More than 61 per cent of the schools reported less student teaching as a function in 1958 than in 1948. This change was undoubtedly due to the requirement of AACTE Standard IV, which recommends full-time student teaching in a public school situation. This trend was in keeping with that revealed by Lindsey[1] in her study completed in 1954.

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[1]Margaret Lindsey, "Standard VI--Five Years After," American Association of Colleges for Teacher Education Seventh Yearbook (Oneonta, New York: American Association of Colleges for Teacher Education, 1954), p. 124.

TABLE V

SUMMARY OF RESPONSES RELATING TO YEAR OR YEARS STUDENT HAS CLASSROOM PARTICIPATION PRIOR TO STUDENT TEACHING

Year or Years	Number of Schools	Per Cent
Freshman	2	2.28
Sophomore	8	9.08
Junior	23	26.14
Senior	6	6.82
Freshman, Sophomore, Junior and Senior	2	2.28
Freshman and Sophomore	2	2.28
Freshman and Junior	1	1.14
Sophomore and Junior	7	7.95
Sophomore and Senior	1	1.14
Junior and Senior	10	11.36
Freshman, Junior and Senior	2	2.28
Sophomore, Junior and Senior	8	9.08
No response	16	18.17
Total	88	100.00

TABLE VI

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION IN STUDENT TEACHING

Function	Since 1948 Function Emphasized: More		About Same		Less		Never a Function		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Providing student teaching in the laboratory school	11	12.50	22	25.00	54	61.36	---	---	1	1.14	88	100
2. Providing full-time student teaching in the laboratory school	31	35.23	28	31.81	23	26.14	5	5.68	1	1.14	88	100
3. Providing part-time student teaching in the laboratory school	8	9.09	21	23.86	30	34.09	19	21.59	10	11.36	88	100
4. Providing a teaching experience prior to the regular student teaching period	26	29.55	16	18.17	6	6.82	34	38.64	6	6.82	88	100

There appeared to be no clear or definite pattern followed as to the type of student teaching being offered in the laboratory school. There was some indication that part-time student teaching was receiving less emphasis. A teaching experience prior to student teaching had never been provided in more than 38 per cent of the schools.

Table VII, page 78, shows the amount of student teaching done in the laboratory school. Most schools still provided this function to a limited degree. Only four schools indicated the removal of this experience entirely. Slightly more than 45 per cent still used the laboratory school to provide 50 per cent or more of their student teaching. It appeared that most schools were reluctant to give up this function entirely. About 8 per cent of the schools continued to do all of their student teaching in the laboratory school.

Table VIII, page 79, presents tabulations which reveal a lack of conformity in trends relating to hours and weeks devoted to full-time student teaching. Only 43 per cent of the schools showed as much as six hours time allotted for this experience.

The number of weeks of full-time student teaching provided does not reveal a clear pattern of change for this function. Almost 32 per cent of the schools provided a period of thirteen to eighteen weeks for this experience.

TABLE VII

SUMMARY OF RESPONSES RELATING TO PER CENT OF STUDENT TEACHING DONE IN THE LABORATORY SCHOOL

Per Cent of Student Teaching	Number of Schools	Per Cent
0	4	4.55
1 - 9	13	14.77
10 - 19	9	10.23
20 - 29	10	11.36
30 - 39	3	3.41
40 - 49	1	1.14
50 - 59	15	17.05
60 - 69	5	5.68
70 - 79	5	5.68
80 - 89	3	3.41
90 - 99	5	5.68
100	7	7.95
No response	8	9.09
Total	88	100.00

TABLE VIII

SUMMARY OF RESPONSES RELATING TO THE NUMBER OF HOURS AND WEEKS DEVOTED TO FULL-TIME STUDENT TEACHING IN THE LABORATORY SCHOOL

	Quarter System		Semester System		Both Systems	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Full-Time Student Teaching						
1. Number of Hours						
1 - 3	5	5.69	8	9.09	13	14.77
4 - 5	5	5.69	13	14.77	18	20.45
6 - 8	16	18.17	22	25.00	38	43.19
No response					14	15.90
Never a function					5	5.69
Total	26	29.55	43	48.86	88	100.00
2. Number of Weeks						
5 - 8	5	5.69			5	5.69
9 - 12	21	23.86			21	23.86
7 - 12			15	17.05	15	17.05
13 - 18			28	31.81	28	31.81
No response					14	15.90
Never a function					5	5.69
Total	26	29.55	43	48.86	88	100.00

Of the sixty-nine schools reporting on this function, forty-three were using the semester system.

According to Table IX, page 81, part-time student teaching, as reported by more than 38 per cent of the schools, was a one to three hour experience. Only 20 per cent of the schools provided as much as thirteen to eighteen weeks for this function. The trend in regard to both hours and weeks must be considered unclear.

Of the thirty-eight schools specifying the year or years a teaching experience was provided prior to student teaching, twenty stated that this function was offered in the junior year. Tabulations in respect to this experience are listed in Table X, page 82.

Post-Student Teaching

Table XI, page 83, presents tabulations relating to professional laboratory experiences during the period following student teaching. There was no clear-cut trend in regard to the emphasis placed on these experiences. Only 25 per cent of the schools indicated more emphasis being placed on this function, while more than 35 per cent have never provided this experience. Post-student teaching has never been a function in 67 per cent of the schools. This would seem to imply little change in the status of this function in the laboratory school.

TABLE IX

SUMMARY OF RESPONSES RELATING TO THE NUMBER OF HOURS AND WEEKS DEVOTED TO PART-TIME STUDENT TEACHING IN THE LABORATORY SCHOOL

	Quarter System		Semester System		Both Systems	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Part-Time Student Teaching						
1. Number of Hours						
1 - 3	15	17.05	19	21.59	34	38.64
4 - 5	2	2.28	4	4.54	6	6.82
6 - 8			1	1.14	1	1.14
No response					28	31.81
Never a function					19	21.59
Total	17	19.32	24	27.27	88	100.00
2. Number of Weeks						
1 - 6			1	1.14	1	1.14
7 - 12			5	5.68	5	5.68
9 - 12	17	19.32			17	19.32
13 - 18			18	20.45	18	20.45
No response					28	31.81
Never a function					19	21.59
Total	17	19.32	24	27.27	88	100.00

TABLE X

SUMMARY OF THIRTY-EIGHT RESPONSES RELATING TO THE PROVISION OF A TEACHING EXPERIENCE PRIOR TO REGULAR STUDENT TEACHING

Year Offered	Number of Laboratory Schools
Sophomore	9
Junior	20
Senior	6
Sophomore and Junior	3
Total	38

TABLE XI

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF POST-STUDENT TEACHING EXPERIENCES

Function	Since 1948 Function Emphasized											
	More		About Same		Less		Never a Function		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Furnishing professional laboratory experiences during the period following student teaching	22	25.00	26	29.55	5	5.68	31	35.23	4	4.54	88	100
2. Furnishing a post-student teaching experience	8	9.09	9	10.23	4	4.54	59	67.05	8	9.09	88	100

According to Table XII, page 85, forty-three schools provided some professional laboratory experiences following student teaching. Twenty-six of these schools provided this experience in connection with the undergraduate program in education.

Table XIII, page 86, reveals the responses of twenty-one laboratory schools relating to the post-student teaching experience as a fifth-year internship. Only one school indicated this experience as such. On the basis of these facts, it would seem that the internship has made little progress in becoming a function of the laboratory school.

The pattern, with reference to the number of hours and weeks devoted to the post-student teaching experience, is unclear. Tabulations for the twenty-one schools reporting this function are listed in Table XIV, page 87.

Place of Professional Laboratory Experiences

Table V, page 88, reveals a clear-cut trend in regard to the place of experiences in the teacher education program. More than 59 per cent of the schools put more emphasis on experiences during each year of the college sequence in 1958. Over 62 per cent established more opportunities for the student to participate in all major activities of the teacher. This trend was in keeping with that revealed by Lindsey[2] in 1954.

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[2]Loc. cit.

TABLE XII

NUMBER OF LABORATORY SCHOOLS FURNISHING PROFESSIONAL LABORATORY EXPERIENCES DURING THE PERIOD FOLLOWING STUDENT TEACHING

	Number	Per Cent
Experiences provided in connection with graduate program in education	9	10.23
Experiences provided in connection with undergraduate program in education	26	29.55
Experiences provided in connection with both graduate and undergraduate programs in education	8	9.09
No response to this inquiry	14	15.90
No program provided	31	35.23
Total	88	100.00

TABLE XIII

RESPONSES OF TWENTY-ONE LABORATORY SCHOOLS RELATING TO THE POST-STUDENT TEACHING EXPERIENCE AS A 5TH YEAR INTERNSHIP

Response	Number of Schools
Yes	1
No	10
No response	10
Total	21

TABLE XIV

SUMMARY OF RESPONSES TO TWENTY-ONE LABORATORY SCHOOLS RELATING TO NUMBER OF HOURS AND WEEKS DEVOTED TO POST-STUDENT TEACHING EXPERIENCE

	Number of Schools
1. Number of Hours Per Day	
1 - 3	4
4 - 5	3
6 - 8	2
No response	12
Total	21
2. Number of Weeks Per Year	
1 - 6	1
7 - 12	5
13 - 18	2
No response	13
Total	21

TABLE XV

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF THE PLACE OF PROFESSIONAL LABORATORY EXPERIENCES

Function	Since 1948 Function Emphasized: More		About Same		Less		Never a Function		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Making experiences an integral part of the work of each year	52	59.09	28	31.81	5	5.68	1	1.14	2	2.28	88	100
2. Establishing opportunities for the college student to participate in all major activities of the teacher	55	62.50	26	29.54	4	4.54	2	2.28	1	1.14	88	100

Almost 32 per cent of the schools provided professional laboratory experiences in all four years of the college sequence. More than 27 per cent stated that this function was provided in three of the four years. Only a few schools limited this function to one year. Table XVI, page 90, shows the year or years these experiences were provided in the reporting schools.

Laboratory experiences, in keeping with the recommendations of Standard IV of AACTE, had assumed an integral place in the four year preparation program for teachers in the laboratory school.

Administration of Professional Laboratory Experiences

Table XVII, page 91, presents a fairly clear-cut pattern in relation to changes in function of the administration of professional laboratory experiences. More than 60 per cent of the schools reported a greater emphasis was being placed on cooperative assigning of students to laboratory experiences.

Recognizing the needs, interests, and abilities of students in making assignments was receiving about the same emphasis as in 1948 by about 51 per cent of the schools. Almost 47 per cent indicated more emphasis was being placed on these factors in 1958. There appeared to be evidence that these important considerations were receiving some attention in most schools.

TABLE XVI

SUMMARY OF RESPONSES RELATING TO YEAR OR YEARS STUDENT HAS PROFESSIONAL LABORATORY EXPERIENCES IN THE LABORATORY SCHOOL

Year or Years	Number of Schools	Per Cent
Sophomore	1	1.14
Junior	4	4.54
Senior	2	2.28
Freshman, Sophomore, Junior, and Senior	28	31.80
Sophomore, Junior, and Senior	23	26.13
Freshman, Junior, and Senior	1	1.14
Junior and Senior	14	15.90
Sophomore and Junior	4	4.54
Freshman and Sophomore	3	3.41
Sophomore and Senior	2	2.28
Freshman and Senior	1	1.14
Freshman and Junior	2	2.28
No response	2	2.28
Never a function	1	1.14
Total	88	100.00

TABLE XVII

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF THE ADMINISTRATION OF PROFESSIONAL LABORATORY EXPERIENCES

Function	Since 1948 Function Emphasized: More		About Same		Less		Never a Function		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Cooperative assigning of students to laboratory experiences in the laboratory school by the student, laboratory school staff, and college staff	53	60.22	32	36.36	2	2.28	---	---	1	1.14	88	100
2. Recognizing needs, interests and abilities in assigning students to laboratory experiences	41	46.58	45	51.14	1	1.14	---	---	1	1.14	88	100
3. Adjusting the length of time a student remains in student teaching in terms of his strengths and weaknesses	17	19.32	63	71.59	3	3.41	5	5.68	---	---	88	100

Little progress was being made in adjusting the length of time a student remains in student teaching according to his strengths and weaknesses. Almost 72 per cent of the schools reported about the same emphasis was still being placed on this function as in 1948.

Table XVIII, page 93, shows how assignments to professional laboratory experiences were made in thirty-four schools where these assignments were not made cooperatively between the student, laboratory school staff and college staff. The director of student teaching continued to have an important role in the assignment of students. It is important to note that only seventeen schools stated that this function remained the sole responsibility of one person. This provided further indication that assignments were being made, generally, on a more cooperative basis.

The records of college students were available to the laboratory school staff in a majority of the schools. According to Table XIX, page 94, 75 per cent of the schools indicated records might be readily used by teachers of the laboratory school.

Supervision of Professional Laboratory Experiences

The emphasis on supervision of professional laboratory experiences in the laboratory school, as a function of the laboratory school teacher, was about the same as in 1948 according to Table XX, page 95. The absence of any change, in

TABLE XVIII

SUMMARY OF THIRTY-FOUR RESPONSES RELATING TO THE ASSIGNMENT OF STUDENTS TO PROFESSIONAL LABORATORY EXPERIENCES IN THE LABORATORY SCHOOL

Those Making Assignments	Number of Schools
Laboratory school staff in cooperation with college staff	5
Director of student teaching	12
Director of laboratory school	5
Director of laboratory school in cooperation with college staff and laboratory school staff	4
Director of laboratory school in cooperation with student	2
Director of laboratory school in cooperation with laboratory school staff	1
Director of laboratory school in cooperation with college staff	2
Laboratory school staff	2
Student teaching committee	1
Total	34

TABLE XIX

RESPONSES RELATING TO AVAILABILITY OF COLLEGE STUDENTS' RECORDS TO THE LABORATORY SCHOOL STAFF

Response	Number	Per Cent
Yes	66	75.00
No	14	15.91
No response	8	9.09
Total	88	100.00

TABLE XX

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF THE SUPERVISION OF PROFESSIONAL LABORATORY EXPERIENCES

Function	Since 1948 Function Emphasized: More No.	More Per Cent	About Same No.	About Same Per Cent	Less No.	Less Per Cent	Never a Function No.	Never a Function Per Cent	No Response No.	No Response Per Cent	Total No.	Total Per Cent
1. Making the supervision of laboratory experiences, prior to student teaching, primarily the responsibility of the laboratory school staff	33	37.50	47	53.40	5	5.68	1	1.14	2	2.28	88	100
2. Making the supervision of student teaching primarily the responsibility of the laboratory school staff	29	32.95	41	46.58	15	17.05	1	1.14	2	2.28	88	100
3. Making the supervision of laboratory experiences, following student teaching, primarily the responsibility of the laboratory school staff	11	12.50	31	35.23	5	5.68	29	32.95	12	13.64	88	100

this respect, was more clear in regard to prior experiences than for student teaching or the period following student teaching.

In the schools where the responsibility for supervision of prior laboratory experiences was not primarily the responsibility of the laboratory school staff, this function was provided by several different individuals and groups. According to Table XXI, page 97, most of the fifty-three schools reporting stated that the college class instructor or the college staff and laboratory school staff together performed this function.

Table XXII, page 98, shows the placing of responsibility for supervision of student teaching in thirty-six schools. Eleven schools assigned this function as a joint responsibility of the college staff and laboratory school staff. Supervision was still delegated to one individual in fifteen of the schools.

Supervision of experiences following student teaching was the responsibility of the college staff and laboratory school staff in seven of the twenty schools providing this function. Table XXIII, page 99, shows the placing of responsibility for supervision of post-student teaching experiences by these schools.

TABLE XXI

RESPONSES OF FIFTY-THREE LABORATORY SCHOOLS RELATING TO THE RESPONSIBILITY FOR SUPERVISION OF PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

Those Responsible for Supervision	Number of Schools
College class instructor	14
College staff	9
College staff and laboratory school staff	16
College coordinator	3
Laboratory school staff and director of student teaching	4
College education department	3
Director of student teaching	2
College department head and director of student teaching	1
College education department and director of student teaching	1
Total	53

TABLE XXII

SUMMARY OF RESPONSES OF THIRTY-SIX LABORATORY SCHOOLS RELATING TO THE RESPONSIBILITY FOR SUPERVISION OF STUDENT TEACHING

Those Responsible for Student Teaching	Number of Schools
College class instructor	4
Education department	1
College staff	5
College coordinator	2
College staff and director of student teaching	1
Director of student teaching and laboratory school staff	3
College staff and laboratory school staff	11
Director of student teaching	9
Total	36

TABLE XXIII

RESPONSES OF TWENTY LABORATORY SCHOOLS RELATING TO SUPERVISION OF PROFESSIONAL LABORATORY EXPERIENCES FOLLOWING STUDENT TEACHING

Those Responsible for Supervision	Number of Schools
College class instructor	6
Education department	4
College staff and laboratory school staff	7
College class instructors and education department	2
Director of student teaching and education department	1
Total	20

Additional Functions Provided by the Laboratory School

Experimentation and research. More experimentation was being done in the laboratory school in 1958 by 50 per cent of the schools. This is shown in Table XXIV, page 101. The implication may be drawn that this function was replacing others in the laboratory school; possibly student teaching. Only five schools showed less emphasis being placed in this area.

The trend in regard to research was not so clear. More than 43 per cent of the schools placed more emphasis on this function, while 36 per cent continued the same emphasis.

Table XXV, page 102, shows that experimentation in the laboratory school was being conducted in many areas. Most experimentation, however, was being done in the areas of curriculum and teaching methods. This seems logical and in keeping with the primary purposes of the laboratory school.

Research in the laboratory school, according to Table XXVI, page 103, was being done almost entirely in the areas of curriculum, evaluation, child development and learning theory. Emphases here were in keeping with the trend to improve classroom instruction.

Area of special services. Table XXVII, page 104, reveals information concerning certain special services provided by the laboratory school.

TABLE XXIV

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION IN EXPERIMENTATION AND RESEARCH

Function	Since 1948 Function Emphasized						Never a Function		No Response		Total	
	More		About Same		Less							
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Using the laboratory school for experimentation	44	50.00	27	30.68	5	5.68	8	9.09	4	4.55	88	100
2. Using the laboratory school for research	38	43.18	32	36.37	4	4.55	7	7.95	7	7.95	88	100

TABLE XXV

SUMMARY OF RESPONSES RELATING TO AREAS OF EXPERIMENTATION CARRIED OUT IN THE LABORATORY SCHOOL

Areas*	Number of Schools
Curriculum	64
Teaching methods	66
Student grouping	2
Child development	3
Evaluation	3
Administrative reorganization	2
Working with physically handicapped	1
Closed circuit television	2
School camping	1
Co-curricular activities	1
Working with gifted child	4
Student counseling	1
Reading methods	1
Language program	1
Early childhood industrial arts workshop	1
Use of equipment	2
Total	155

*A number of schools listed more than one area.

TABLE XXVI

SUMMARY OF RESPONSES RELATING TO KINDS OF RESEARCH BEING DONE IN THE LABORATORY SCHOOL

Kinds of Research*	Number of Schools
Curriculum	48
Evaluation	43
Child development	39
Learning theory	37
Closed circuit television	1
Public relations	1
Teaching methods	1
Reading methods	1
Total	171

*A number of schools listed more than one kind of research.

TABLE XXVII

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF SPECIAL SERVICES PROVIDED

Function	Since 1948 Function Emphasized: More No.	More Per Cent	About Same No.	About Same Per Cent	Less No.	Less Per Cent	Never a Function No.	Never a Function Per Cent	No Response No.	No Response Per Cent	Total No.	Total Per Cent
1. Writing and publishing articles in professional and non-professional publications	20	22.72	52	59.09	4	4.55	6	6.82	6	6.82	88	100
2. Having laboratory school teachers instruct the special methods courses for college students	29	32.95	24	27.27	10	11.36	23	26.14	2	2.28	88	100
3. Providing foreign students the opportunity to observe current educational practices	44	50.00	31	35.22	1	1.14	10	11.36	2	2.28	88	100

The writing and publishing of articles by laboratory school teachers continued to receive about the same emphasis as a function as in 1948. More than 59 per cent of the schools indicated the lack of a trend in regard to this service. The implication may be drawn that such writing cannot be expected unless time is made available. Laboratory school teachers, in many instances, were overworked and the many duties they were expected to perform were time consuming.

Table XXVII indicates that an increasing number of foreign students in our colleges and universities were observing current educational practices in the laboratory schools. More emphasis on this function was reported by 50 per cent of the schools. Only ten schools reported that foreign students had never observed their programs. This trend has important implications in light of present day thinking regarding the need to inform other countries about our educational system.

The teaching of special methods courses by the laboratory school staff was emphasized more as a function in 1958 in 33 per cent of the schools surveyed. At the same time, however, 26 per cent of the schools reported that teachers have never performed this function. The trend seems to be unclear. A number of school principals commented that the teaching of these classes should be done outside the laboratory school. These comments seemed to reflect an attitude

that the time of the laboratory school teacher should not be burdened with teaching classes at the college level. In schools where this function was provided, 35 per cent stated that it was not a part of the student teaching block. According to Table XXVIII, page 107, the results tabulated failed to show a trend in the place of this function in the program.

Services provided local school systems. Table XXIX, page 108, shows a lack of uniformity in trends relating to functions provided local schools. Only eleven of the reporting schools put more emphasis on providing follow-up service for first-year teachers. More than 43 per cent had never provided this function.

Teachers in the service area take advantage of the opportunity to observe in the laboratory school. More than 51 per cent of the schools reported more emphasis in this area. Only one school reported less emphasis than in 1948.

Laboratory school staff members were providing more leadership for professional group meetings than in the past. More than 61 per cent of the reporting schools indicated more emphasis was being placed in this area and not a single school reported less emphasis. In view of this important trend, the implication may be drawn that laboratory school teachers were providing a vital service to the teaching

TABLE XXVIII

SUMMARY OF RESPONSES RELATING TO THE TEACHING OF SPECIAL METHODS COURSES BY LABORATORY SCHOOL TEACHERS AS PART OF STUDENT TEACHING BLOCK

Response	Number	Per Cent
Yes	18	20.46
No	31	35.23
No response	16	18.17
Never a function	23	26.14
Total	88	100.00

TABLE XXIX

SUMMARY OF RESPONSES RELATING TO CHANGES IN FUNCTION OF SERVICES PROVIDED LOCAL SCHOOL SYSTEMS

Function	Since 1948 Function Emphasized: More		About Same		Less		Never a Function		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Utilizing the laboratory school staff to provide follow-up service for first year teachers in the local school system	11	12.50	27	30.68	8	9.09	38	43.18	4	4.55	88	100
2. Providing opportunities for teachers in service to observe teaching and learning techniques	45	51.14	39	44.31	1	1.14	3	3.41	---	---	88	100
3. Having laboratory school staff serve as leaders and consultants for professional group meetings	54	61.35	30	34.09	---	---	2	2.28	2	2.28	88	100
4. Serving as a production center where teaching aids are produced and catalogued for use in the area	18	20.45	39	44.31	6	6.82	22	25.00	3	3.41	88	100

profession. As emphasized by Blair, Curtis and Moon[3] in their study of the college-controlled laboratory school, the potential for professional leadership is inherent in the staff of the laboratory school, a professionally oriented school.

The use of the laboratory school as a production center, where teaching aids are produced and catalogued for use of area schools, had not increased as a function to any great extent. About 20 per cent of the schools reported more emphasis in providing this service, but more than 44 per cent showed no change in emphasis and 25 per cent had never provided this function.

Summary

Chapter IV has presented an analysis of responses provided by directors or principals of eighty-eight college-controlled laboratory schools.

The statistical data presented in tables were taken from questionnaires which were approximately an 85 per cent return from the total number of directors of college-controlled laboratory schools supplied questionnaires by mail. Responses from thirty-nine of the forty states having

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[3]Lois C. Blair, Dwight K. Curtis and A. C. Moon, "The Purposes, Functions and Uniqueness of the College-Controlled Laboratory School," Association for Student Teaching Bulletin No. 9 (Lock Haven: National Association for Student Teaching, 1958), p. 39.

college-controlled laboratory schools were received and included in the tabulations. The presentation of data followed the order of the five major areas of laboratory school functions established in the design of the questionnaire. Percentages were calculated to the nearest hundredth in determining total percentages.

Of the twenty-six functions submitted for evaluation, seventeen were related to professional laboratory experiences provided in the teacher education program. The other nine functions included services provided for the improvement of the teaching profession.

The questionnaire findings imply several possible changes in function in the laboratory school. More observation of classroom teaching and participation was indicated. In the area of student teaching, most schools revealed less emphasis being placed on this important activity. Post-student teaching experiences were receiving little emphasis as a function in most schools.

Professional laboratory experiences were being provided to better advantage throughout the four-year college sequence. More opportunities were being provided for the student to participate in all major activities of the teacher.

A majority of schools reported that the assignment of students to laboratory experiences was a more cooperative

process involving the student, the laboratory school faculty, and college personnel. Little progress was reported in adjusting the time a student remains in student teaching to provide for his own strengths and weaknesses. The records of college students were made available to the laboratory school staff in a majority of the schools.

Little change was indicated in the emphasis on supervision of professional laboratory experiences as a function of the laboratory school teacher.

More experimentation was being done in the laboratory school in 1958 according to 50 per cent of the schools. Most of this activity was centered in the areas of curriculum and teaching methods. Research was not receiving the same emphasis as a function according to the questionnaire data.

An increasing number of foreign students were observing in the laboratory school in 1958 according to forty-four of the schools. Teachers in the local area were also using the laboratory school to a greater extent to observe teaching and learning techniques.

Laboratory school staff members were serving more frequently as leaders and consultants for professional group meetings. Follow-up service for first-year teachers in the local area, however, was not reported as an accepted function of this group.

The lack of a trend was apparent in several of the possible functions served by laboratory schools. These areas included: writing and publishing of articles by laboratory school teachers; teaching of special methods courses by laboratory school teachers; and having the laboratory school serve as a "production center" where teaching aids are produced and catalogued for use in the area.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study has been concerned with the program of the college-controlled laboratory school. More specifically, the study has attempted to determine what changes in function have taken place in this type school during the past ten-year period.

The introductory chapter identified the problem and discussed its various aspects or phases; the sub-problems were also presented and explained. The scope of the study was established in terms of the general procedures to be followed.

The development of the laboratory school was presented in terms of original purposes and modern concepts. The implications for possible changes in function in this type school were reviewed in relation to the purposes and goals of the teacher education program. Current literature, related studies and findings were presented in tracing the laboratory school program; its past and present functions.

Chapter II presented the procedures followed in the development of the study. The sources of information to be used were discussed to make clear their contribution to the major problem and the related sub-problems of the study.

The method used in the application of the case study technique was explained. The construction and use of the interview guide employed in the collection of data were presented to show its use in organizing the case study approach. Schools to be visited in connection with this part of the study were chosen from a special six state area.

The development and use of the survey method were disclosed as the best means to obtain necessary data concerning the laboratory school program in the United States. The construction and content of the survey questionnaire were based on the information derived from related studies and the case study visits. Schools were selected for this part of the study from a listing of the American Association of Colleges for Teacher Education.

The organization and treatment of data were discussed to show the specific procedures relating to the three source areas that produced information used in the study. Each of the sub-problems, considered in the investigation, was shown to relate to all sources of data used in the development of the study.

Chapter III presented evidence of possible changes in function in the college-controlled laboratory school, as revealed from visits to selected schools. Section one discussed the personnel interviewed in these visits and section two presented the nature of the interview. Section three

presented a review of laboratory school functions as revealed from a summary of the data obtained from the ten case studies. Functions provided in each school in 1948 and in 1958 were compiled and analyzed. The final section of the chapter gave implications for possible changes in function according to the areas covered in the interview guide. Possible trends were indicated according to the data studied. This information provided one source used in the construction of the survey questionnaire.

The most important trends revealed through data collected from the interviews indicated possible changes in function in certain areas of the laboratory school program. More experiences prior to student teaching were being offered in 1958. Less student teaching was being provided in the laboratory school with more emphasis being placed on student teaching either in the laboratory school or public school. Assignment of students to laboratory experiences was being done on a more cooperative basis involving college and laboratory school personnel, with more consideration given to the needs of the student. Services to schools in the area were provided more frequently. The laboratory school was used more frequently for observation by foreign students.

Chapter IV, which presented an analysis of questionnaire responses relating to changes in function of the college-controlled laboratory school, revealed a number of

important findings.

The responses given by directors and principals of laboratory schools disclosed that more experiences prior to student teaching were being offered in this type school. These experiences were being offered in more years of college sequence than in 1948.

Less student teaching was being provided in college-controlled laboratory schools in 1958. More than 61 per cent of the schools reported that less emphasis was being placed on this function. Only 8 per cent of the schools continued to do all student teaching in the laboratory school. The provision for a teaching experience prior to the regular student teaching experience was not verified as a trend. More than 38 per cent of the schools had never included this function in the program.

Post-student teaching experiences had made little progress in becoming a part of the laboratory school program. Only 25 per cent of the schools were placing more emphasis on this function. Post-student teaching was making little headway as a function in these schools. More than 67 per cent of the schools reported they had never provided for this experience.

Laboratory experiences had assumed an integral place in the four year preparation program for teachers in the college-controlled laboratory school. These experiences had

become an important part of the work of each year in many of the schools.

A more cooperative effort involving laboratory school and college staff members in assigning students to laboratory experiences in the laboratory school was reported by 60 per cent of the directors of these schools. Little progress had been made, however, in considering needs, interests and abilities of the individual when assigning students to laboratory experiences. Little effort was being made to adjust the length of time a student remains in student teaching to take care of individual differences.

Guidance of laboratory experiences, as reported by school directors and principals, did not reveal a definite trend in respect to the responsibility for this function in the laboratory school. Supervision of these experiences prior to student teaching continued to be the responsibility of the laboratory school teacher. The trends in supervision of student teaching and post-student teaching experiences were not clearly defined in an analysis of data gathered for the study.

Experimentation in the laboratory school was being emphasized more as a function in 50 per cent of the schools in 1958. The areas in the school program receiving most attention through experimentation were curriculum and teaching methods.

Using the laboratory school for research was not reported as a major change in function by school directors. Only 43 per cent indicated more emphasis was being placed on this activity than in 1948. Most of the efforts in this direction were concerned with curriculum and evaluation.

The study of the area of special services provided by the laboratory school shows a significant trend toward more observation of educational practices by foreign students. Forty-four schools or 50 per cent reported more emphasis in this area, while only one school revealed less emphasis.

Laboratory school teachers seemed to find little time to write and publish articles for professional and non-professional publications. Over 59 per cent of the schools reported no change in the emphasis placed on this function.

The teaching of special methods courses by laboratory school teachers was emphasized more in 1958 as a function in twenty-nine schools. A major change in function, in this respect, was not revealed in the data. Some schools were openly opposed to the inclusion of this function in the laboratory school program due to the demands placed upon the teacher in meeting the needs of the laboratory school student.

Local school systems were receiving major assistance from the laboratory school in some areas. More than 51 per cent of the schools reported greater emphasis in providing

opportunities for teachers in service to observe in the classrooms. Laboratory school teachers were also providing greater service as leaders and consultants for professional meetings.

Little attention, however, was being given to the provision of follow-up service to the beginning teacher in the local schools. In the opinion of the writer, the time factor was probably an important reason why this service had not increased as a function of the laboratory school.

Only eighteen schools indicated more emphasis in providing the local school area with assistance in obtaining teaching aids. Newer teaching methods require access to a greater variety of teaching aids and resource materials. There was no indication, however, that the laboratory school had assumed leadership in providing this service to the local school system.

Conclusions of the Study

The following conclusions have been drawn from the comparative analysis of the data on the college-controlled laboratory school for the period 1948 to 1958:

1. That professional laboratory experiences were the principal functions provided in the college-controlled laboratory school program.

2. That laboratory experiences prior to student teaching, especially observation and classroom participation, were being provided more extensively in the laboratory school.

3. That less student teaching was being done in the laboratory school.

4. That post-student teaching experiences had not become an accepted function of the laboratory school.

5. That more cooperative procedures, involving the college student, college and laboratory school staff members were employed in assigning students to laboratory experiences.

6. That the supervision of laboratory experiences in the laboratory school was primarily the responsibility of the laboratory school teacher with some assistance provided by the college staff.

7. That professional laboratory experiences were being provided as a more integral part of the work of each year of the college sequence.

8. That more visiting foreign students were observing American educational practices in the laboratory school.

9. That experimentation was receiving more attention as a function in the college-controlled laboratory school.

10. That research was not receiving the emphasis it should as a function of the college-controlled laboratory school.

11. That the laboratory school was being used to greater advantage as an observation center by teachers in the local area.

12. That laboratory school staff members were providing greater service as leaders and consultants for professional group meetings.

Professional Laboratory Experiences as Principal Functions of the College-Controlled Laboratory School

That professional laboratory experiences comprised the principal functions provided by the college-controlled laboratory school was evident from an analysis of the data. Provision for these experiences was given important consideration in all schools, although some schools indicated a change in the emphasis being placed on certain types of experiences.

Emphasis on Experiences Prior to Student Teaching

That more experiences prior to student teaching were being offered in the laboratory school was indicated from an analysis of the data supplied through the literature, case studies, and survey questionnaire. This type school was being used to provide more observation and classroom participation. Demonstration teaching was still an important function but was not receiving as much attention as observation and participation.

Provision for Student Teaching

It was evident from the data presented in this study that less student teaching was being provided in the laboratory school. Student teaching, on a full-time and part-time basis, was a less important function of the total program. In the opinion of the writer, the effect of AACTE Standard VI requiring a student teaching experience in the public schools was partly responsible for this change.

The provision for a teaching experience prior to the regular student teaching period had not become a reality in most of the laboratory schools. The conclusion must be drawn that this was not a prevalent practice in the college-controlled laboratory school.

The Acceptance of Post-Student Teaching Experiences

That the college-controlled laboratory school had been reluctant to accept the responsibility for post-student teaching experiences was indicated by the data derived from the case studies and questionnaire results. Many schools had never provided these experiences and only a few indicated more attention being given to this type function.

The results of this study pertaining to post-student teaching as a fifth-year internship indicated that this function had not become a part of the laboratory school program.

Assignment of Students to Laboratory Experiences

It was apparent from an analysis of the data gathered for this study that more cooperative practices, involving the student, laboratory school and college staff, were being employed in assigning students to laboratory experiences. Little progress had been made, however, in adjusting the length of time a student remains in these experiences or in making assignments to best meet the needs of the student.

Supervision of Laboratory Experiences

That the supervision of laboratory experiences in the laboratory school was primarily the responsibility of the laboratory school staff was indicated from an analysis of the data. College personnel provided some assistance with this function, particularly, in the area of student teaching. However, it was concluded that more assistance from college personnel, especially in subject matter areas, would be desirable as a means of strengthening the program of professional laboratory experiences.

Sequence of Professional Laboratory Experiences

It was clearly evident from the data gathered for this study that professional laboratory experiences were being provided as a more integral part of the work of each year of the four-year college sequence. More experiences prior to student teaching were provided in the program and the student

had a much better opportunity to participate in all the major activities of the teacher.

Observation by Foreign Students

That more visiting foreign students were observing in the laboratory school was indicated from the results of this study. This important trend should be encouraged, in the opinion of the writer, to provide for a better exchange of educational information between countries.

Experimentation in the Laboratory School

That the use of the laboratory school for experimentation was being given more emphasis as a function was indicated from the data provided by the survey questionnaire. Forty-four of the eighty-eight schools reported more emphasis being given to this function while only five schools reported less emphasis.

Research in the Laboratory School

An analysis of the data derived from the literature, case studies and questionnaire results indicated that research was not receiving the emphasis it should as a function of the college-controlled laboratory school. These results showed little progress being made to establish research as an important function of the laboratory school. In the opinion of the writer, research cannot become an accepted function of the laboratory school unless staff time is made available

and college personnel are provided to supervise and assist with the program.

Observation in the Laboratory School by Teachers in the Local Area

That the laboratory school was being used to greater advantage as an observation center by teachers in the local area was apparent from the results of the study. More than 51 per cent of the schools reported more teachers in service coming to the laboratory school to observe teaching and learning techniques.

Leadership Provided by Laboratory School Staff Members

The data derived from this study indicated that laboratory school staff members were providing greater service as leaders and consultants for professional group meetings. Not a single school reported less emphasis being given to the provision for this function.

Recommendations

The following recommendations were suggested for the improvement of the laboratory school program in the light of findings revealed through the study.

1. To conduct additional research studies pertaining to the use of the laboratory school for experimentation and research.

2. To provide more leadership from the college level in conducting research in the laboratory school.

3. To study more carefully the utilization of the time of the laboratory school teacher.

4. To strive for clarification of the functions to be performed by the laboratory school in the teacher education program.

5. To encourage better articulation between the laboratory school and college.

6. To encourage more participation by college staff members in the laboratory school program.

7. To better inform the lay citizenry of the contribution being made by laboratory schools to American teacher education.

8. To provide and maintain adequate facilities to accommodate the increasing numbers of college students in teacher education.

9. To select the best trained teachers available to staff the laboratory school.

10. To provide adequate salaries and faculty status equivalent to other departmental personnel for teachers of the college-controlled laboratory school.

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APPENDICES

APPENDIX A

Schools Visited for Interviews

Schools Responding to Questionnaire

LABORATORY SCHOOLS VISITED FOR INTERVIEWS

School	Location	Grades Included
Breckenridge Training School Morehead State College	Morehead, Kentucky	1 - 12
The Training School Eastern Kentucky State College	Richmond, Kentucky	1 - 12
McKee Laboratory School Western Carolina College	Cullowhee, North Carolina	1 - 12
University Elementary School Ohio University	Athens, Ohio	N - 6
Kent University School Kent State University	Kent, Ohio	K - 12
Keith School Indiana State Teachers College	Indiana, Pennsylvania	N - 12
Noss Laboratory School California State College	California, Pennsylvania	K - 6
Training School East Tennessee State College	Johnson City, Tennessee	1 - 12
Middle Tennessee State College Training School	Murfreesboro, Tennessee	1 - 8
Marshall Laboratory School Marshall College	Huntington, West Virginia	K - 12

LABORATORY SCHOOLS RESPONDING TO QUESTIONNAIRE

School	Location	Grades Included
Florence State College	Florence, Alabama	N - 6
Livingston State College	Livingston, Alabama	1 - 6
Troy State College	Troy, Alabama	1 - 6
Arizona State College	Flagstaff, Arizona	K - 6
Arizona State College	Tempe, Arizona	K - 6
Arkansas State Teachers College	Conway, Arkansas	1 - 6
Chico State College	Chico, California	K - 6
San Francisco State College	San Francisco, California	K - 6
Colorado State College	Greeley, Colorado	N - 12
Willimantic State Teachers College	Willimantic, Connecticut	N - 8
District of Columbia Teachers College	Washington, D.C.	K - 6
University of Florida	Gainesville, Florida	K - 12
Albany State College	Albany, Georgia	N - 6
Georgia Teachers College	Collegeboro, Georgia	N - 12
Concordia Teachers College	River Forest, Illinois	K - 8
Eastern Illinois University	Charleston, Illinois	1 - 8
Illinois State Normal University	Normal, Illinois	K - 12
National College of Education	Evanston, Illinois	N - 8
Southern Illinois University	Carbondale, Illinois	K - 12
Ball State Teachers College	Muncie, Indiana	K - 12
Indiana State Teachers College	Terre Haute, Indiana	N - 12
Iowa State Teachers College	Cedar Falls, Iowa	N - 12
Kansas State Teachers College	Emporia, Kansas	K - 12
Kansas State Teachers College	Pittsburg, Kansas	K - 12
Eastern Kentucky State College	Richmond, Kentucky	1 - 12
Morehead State College	Morehead, Kentucky	1 - 12
Western Kentucky State College	Bowling Green, Kentucky	1 - 12
Grambling College	Grambling, Louisiana	N - 12
Southwestern Louisiana Institute	Lafayette, Louisiana	K - 8
State Teachers College	Bowie, Maryland	1 - 6
State Teachers College	Salisbury, Maryland	K - 6

School	Location	Grades Included
Lesley College	Cambridge, Massachusetts	N - 12
Fitchburg State Teachers College	Fitchburg, Massachusetts	1 - 9
State Teachers College	Lowell, Massachusetts	1 - 8
State Teachers College	Salem, Massachusetts	1 - 8
Central Michigan College	Mt. Pleasant, Michigan	K - 6
Northern Michigan College	Marquette, Michigan	K - 12
Bemidji State College	Bemidji, Minnesota	K - 9
Moorhead State College	Moorhead, Minnesota	K - 12
St. Cloud State College	St. Cloud, Minnesota	K - 9
Winona State College	Winona, Minnesota	K - 9
Jackson State College	Jackson, Mississippi	K - 8
Central Missouri State College	Warrenburg, Missouri	K - 12
Southwest Missouri State College	Springfield, Missouri	K - 12
Eastern Montana College	Billings, Montana	N - 6
Nebraska State Teachers College	Kearney, Nebraska	N - 6
Nebraska State Teachers College	Peru, Nebraska	K - 12
Nebraska State Teachers College	Wayne, Nebraska	K - 12
Plymouth Teachers College	Plymouth, New Hampshire	K - 8
New Jersey State Teachers College	Glassboro, New Jersey	K - 8
New Mexico Western College	Silver City, New Mexico	N - 12
State College for Teachers	Albany, New York	7 - 12
State Teachers College	Brockport, New York	N - 8
Cortland State Teachers College	Cortland, New York	N - 8
State University of New York	Fredonia, New York	K - 9
State University of New York	New Paltz, New York	N - 9
State University Teachers College	Oneonta, New York	K - 9
State Teachers College	Plattsburgh, New York	N - 9
State University Teachers College	Potsdam, New York	K - 9
Appalachian State Teachers College	Boone, North Carolina	1 - 12
Western Carolina College	Cullowhee, North Carolina	1 - 12
State Teachers College	Dickinson, North Dakota	9 - 12

School	Location	Grades Included
State Teachers College	Valley City, North Dakota	K - 12
Kent State University	Kent, Ohio	K - 12
Ohio University	Athens, Ohio	N - 6
Eastern Oregon College	La Grande, Oregon	K - 6
Oregon College of Education	Monmouth, Oregon	K - 8
State Teachers College	California, Pennsylvania	K - 6
State Teachers College	Cheney, Pennsylvania	1 - 8
State Teachers College	Indiana, Pennsylvania	N - 10
Kutztown State Teachers College	Kutztown, Pennsylvania	K - 6
State Teachers College	Millersville, Pennsylvania	1 - 6
State Teachers College	Shippensburg, Pennsylvania	1 - 6
State Teachers College	West Chester, Pennsylvania	K - 6
Rhode Island College of Education	Providence, Rhode Island	N - 9
Black Hills Teachers College	Spearfish, South Dakota	K - 8
Northern State Teachers College	Aberdeen, South Dakota	N
David Lipscomb College	Nashville, Tennessee	K - 12
George Peabody College for Teachers	Nashville, Tennessee	N - 12
East Tennessee State College	Johnson City, Tennessee	1 - 12
Abilene Christian College	Abilene, Texas	N - 12
Incarnate Word College	San Antonio, Texas	N - 12
Our Lady of the Lake College	San Antonio, Texas	K - 12
Prairie View A & M College	Prairie View, Texas	1 - 12
Longwood College	Farmville, Virginia	K - 7
Central Washington College of Education	Ellenburg, Washington	K - 6
Eastern Washington College of Education	Cheney, Washington	N - 6
Marshall College	Huntington, West Virginia	N - 12
Wisconsin State College	LaCrosse, Wisconsin	K - 9
Wisconsin State College	Oshkosh, Wisconsin	K - 9
Wisconsin State College	River Falls, Wisconsin	N - 8
Wisconsin State College	Stevens Point, Wis.	K - 8
Wisconsin State College	Whitewater, Wis.	K - 12

APPENDIX B

Interview Guide

Interview Guide

Date of this Interview:_____

Name of Institution:_____

Location:_____

Name of Laboratory School:_____

Grades:_____ Number of Students:_____

Number of Teachers:_____

Name and Position of Person Interviewed:_____

_____

_____

PART I: PROFESSIONAL LABORATORY EXPERIENCES

1. What professional laboratory experiences were provided in the laboratory school in 1948? In 1958?

   A. Prior to student teaching

	1948 Year Offered					1958 Year Offered				
	Fr	Soph	Jr	Sr	5th Yr	Fr	Soph	Jr	Sr	5th Yr
Observation										
Participation (Working with pupils)										
Demonstration Teaching										
Other_____										
_____										

Comments:_____

_____

B. Student Teaching

	1948 Year Offered					1958 Year Offered				
	Fr	Soph	Jr	Sr	5th Yr	Fr	Soph	Jr	Sr	5th Yr
Hours per day										
Number of weeks										

What per cent of student teaching was done in the laboratory school in 1948?_____ 1958?_____

Comments:_____

_____

_____

C. Following student teaching

	1948 Year Offered			1958 Year Offered		
	Jr	Sr	5th Yr	Jr	Sr	5th Yr
Internship						
Other_____						
_____						

Comments:_____

_____

_____

_____

2. What changes have occurred since 1948 in experiences provided in the laboratory school relative to the following considerations:

Note: The following 10 point progressive scale is used to obtain evaluative judgment. The interviewee will be asked to indicate an estimate of adequacy or completeness or effectiveness for each item on the following basis:

N - No opinion or no basis for judgment

1-2 - All or nearly all aspects unsatisfactory

3-4 - More aspects unsatisfactory than satisfactory

A - As many aspects satisfactory as unsatisfactory

5-6 - More aspects satisfactory than unsatisfactory

7-8 - Most aspects satisfactory

9-10 - Nearly all or all aspects satisfactory

A. Place of Professional Laboratory Experiences in the College Curriculum.

1. How satisfactory are professional laboratory experiences in these respects:
   a. An integral part of the work of each year?
   b. Provided prior to student teaching?
   c. Student teaching occurs at the point in the student's development when he is ready for it?
   d. Student teaching adjusted in length to meet needs of student?
   e. Student teaching adjusted in type to meet needs of student?
   f. Provided to meet needs of students after student teaching?

B. Nature of Professional Laboratory Experiences.

1. How satisfactory is the nature of laboratory experiences in these respects:
   a. Students participate in all the major activities of teachers:
      (1) Within the classroom?
      (2) In extra-class activities?
      (3) In other phases of the total school program?
      (4) In community activities?
   b. Opportunities provided for internship if fifth year is offered?

1948											
N	1	2	3	4	A	5	6	7	8	9	10

1958											
N	1	2	3	4	A	5	6	7	8	9	10

Comments:_____

_____

_____

PART II: ADMINISTRATION OF THE PROGRAM OF PROFESSIONAL LABORATORY EXPERIENCES IN THE LABORATORY SCHOOL.

1. Who was responsible for the assignment of students to laboratory experiences in the laboratory school in 1948? In 1958?

	1948	1958
A. Prior to student teaching		
(1) Teacher of college course	( )	( )
(2) Major professor	( )	( )
(3) Principal of laboratory school	( )	( )
(4) Director of laboratory school	( )	( )
(5) Laboratory school teacher	( )	( )
(6) Director of student teaching	( )	( )
(7) Other_____	( )	( )
B. Student teaching		
(1) Teacher of college course	( )	( )
(2) Major professor	( )	( )
(3) Principal of laboratory school	( )	( )
(4) Director of laboratory school	( )	( )
(5) Laboratory school teacher	( )	( )
(6) Director of student teaching	( )	( )
(7) Other_____	( )	( )
C. Following student teaching		
(1) Teacher of college course	( )	( )
(2) Major professor	( )	( )
(3) Principal of laboratory school	( )	( )
(4) Director of laboratory school	( )	( )
(5) Laboratory school teacher	( )	( )
(6) Director of student teaching	( )	( )
(7) Other_____	( )	( )

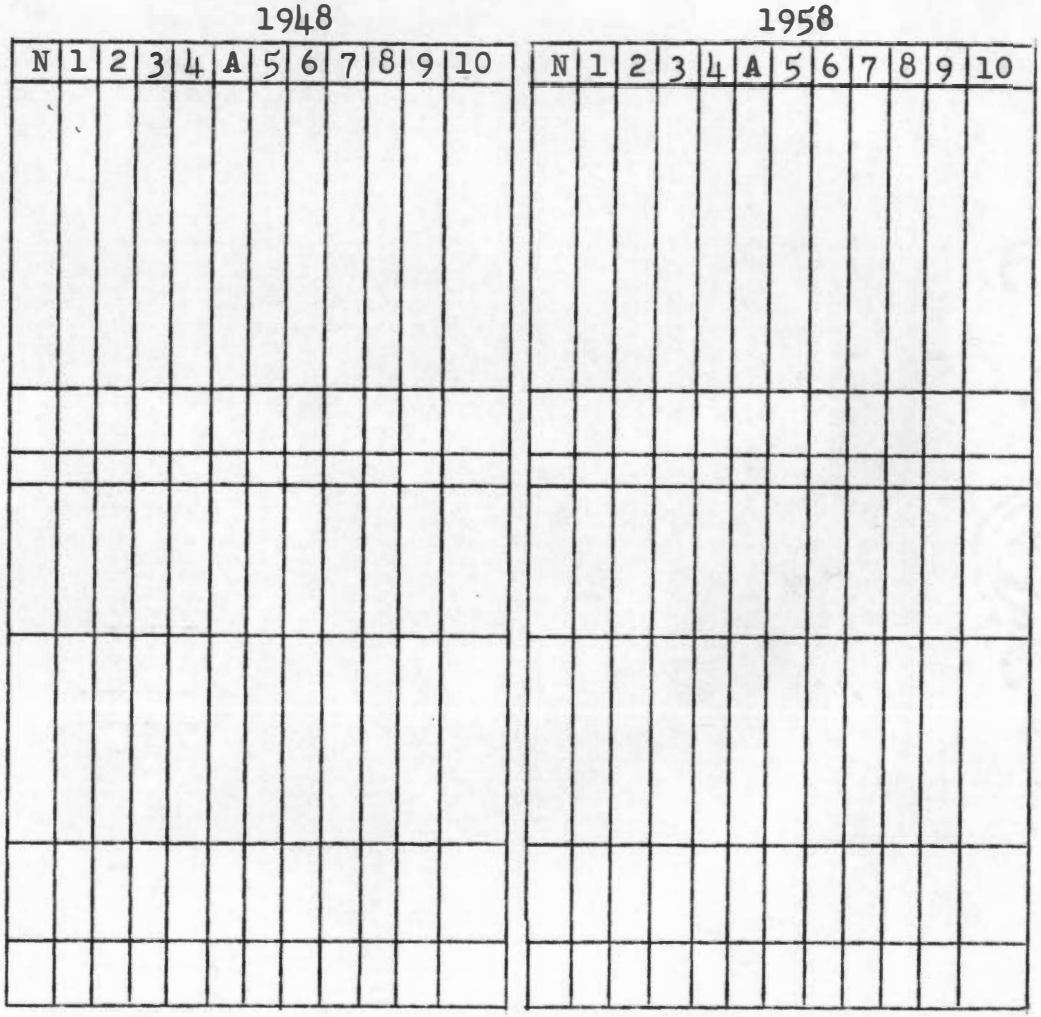
Comments:_____

_____

2. What changes have occurred since 1948 in administration of the program of professional laboratory experiences?

A. Assignment and Length of Laboratory Experiences.

1. How effective are the procedures used in assigning students to laboratory experiences in terms of:
   a. The needs, interests, and abilities of students?
   b. Protecting the best interests of pupils?
   c. Laboratory teacher's load?
2. How effective are the procedures used in adjusting the length of laboratory experiences to the needs of students?
3. How satisfactory is the length of time a student remains in student teaching to the end that he:
   a. Realizes the satisfactions of teaching?
   b. Realizes his own strengths and weaknesses in guiding the learning process?
   c. Knows how to guide the learning process?



4. How satisfactory are practices in withdrawing students from laboratory experiences:

   a. At the point that withdrawal is satisfying to the college student?

   b. With regard to the best interests of pupils of the laboratory school?

	1948										
	N	1	2	3	4	A	5	6	7	8	9	10
a.												
b.												

	1958										
	N	1	2	3	4	A	5	6	7	8	9	10
a.												
b.												

Comments: _____

_____

_____

_____

PART III: GUIDANCE OF THE PROFESSIONAL LABORATORY EXPERIENCES IN THE LABORATORY SCHOOL

1. Who was responsible for the supervision of professional laboratory experiences in the laboratory school in 1948? In 1958?

	1948	1958
A. Prior to student teaching		
(1) Teacher of college course	( )	( )
(2) Laboratory school teacher	( )	( )
(3) College supervisor	( )	( )
(4) Major professor	( )	( )
(5) Director of student teaching	( )	( )
(6) Other_____	( )	( )
B. Student Teaching		
(1) Teacher of college course	( )	( )
(2) Laboratory school teacher	( )	( )
(3) College supervisor	( )	( )
(4) Major professor	( )	( )
(5) Director of student teaching	( )	( )
(6) Other_____	( )	( )
C. Following student teaching		
(1) Teacher of college course	( )	( )
(2) Laboratory school teacher	( )	( )
(3) College supervisor	( )	( )
(4) Major professor	( )	( )
(5) Director of student teaching	( )	( )
(6) Other_____	( )	( )

Comments:_____

_____

_____

2. What changes have occurred in the area of cooperative guidance of professional laboratory experiences in the laboratory school since 1948?

A. Cooperative Relationships in the Guidance of Professional Laboratory Experiences.

1. How effectively do the college advisor of the student, the student himself, and the director of the laboratory program work together in making assignments to laboratory experiences?

2. How completely shared with laboratory teachers are data relative to the needs, abilities, and background of students?

3. How effectively used are conferences and other channels of communication between laboratory and college teachers?

4. How effectively do college teachers cooperate in the supervision of laboratory experiences?
   a. Professional education teachers?
   b. Academic professors?

1948											
N	1	2	3	4	A	5	6	7	8	9	10

1958											
N	1	2	3	4	A	5	6	7	8	9	10

Comments: _____

_____

_____

PART IV: ADDITIONAL FUNCTIONS PROVIDED BY THE LABORATORY SCHOOL IN THE TEACHER EDUCATION PROGRAM

1. Was the laboratory school used for experimentation and research in 1948? In 1958?

1948

Very much ( ) Much ( ) Some ( ) None ( )

1958

Very much ( ) Much ( ) Some ( ) None ( )

2. Do laboratory school teachers instruct the special methods courses for college students?

1948

Very much ( ) Much ( ) Some ( ) None ( )

1958

Very much ( ) Much ( ) Some ( ) None ( )

3. Does the laboratory school provide follow-up service for first year teachers in the local school system?

1948

Very much ( ) Much ( ) Some ( ) None ( )

1958

Very much ( ) Much ( ) Some ( ) None ( )

4. What other functions did the laboratory school provide in 1948? In 1958?

1948 1958

PART V: REASONS FOR CHANGE IN THE FUNCTIONS OF THE COLLEGE-CONTROLLED LABORATORY SCHOOL.

1. Why have changes in function occurred in the program of the college-controlled laboratory school since 1948?

   A. Prior to student teaching

   B. Student teaching

   C. Following student teaching

PART VI: ADDITIONAL INFORMATION CONCERNING THE LABORATORY SCHOOL PROGRAM

1. What are the most serious problems that confront you at the present time in relation to the program of professional laboratory experiences in the laboratory school?

2. What is your opinion of the relative merit of the laboratory school program and what is its future?

APPENDIX C

Questionnaire and Accompanying Material

December 2, 1958

Dear Mr. _____:

The Department of Educational Administration and Supervision, College of Education, at the University of Tennessee is conducting a study relating to changes in function of college-controlled laboratory schools during the last ten years.

The name of your laboratory school was among those submitted to us by the American Association of Colleges for Teacher Education as schools making outstanding contributions to the field of teacher education.

We would appreciate your participation in this study, which we feel is very important at this time to the laboratory school and to the teacher education program. The Association for Student Teaching and The American Association of Colleges for Teacher Education have indicated the need for such a study.

Please complete the enclosed self-addressed postal card indicating your willingness to cooperate with our study. A check-type questionnaire will be forwarded for you to supply the necessary information.

We shall be very happy to furnish you a copy of summary findings.

Very truly yours,

Orin B. Graff
Head of Department

Lawrence H. Nuzum
Graduate Student

February 18, 1959

Dear Mr. _____:

The Department of Educational Administration and Supervision, College of Education, at the University of Tennessee is conducting a study relating to changes in function of college-controlled laboratory schools during the last ten years.

A short time ago you indicated your willingness to cooperate with this study. A questionnaire is enclosed for you to complete.

Possible changes in function listed in the questionnaire were identified from two major sources: conferences in connection with visits to ten college-controlled laboratory schools in six states, and through related literature.

We shall appreciate very much your participation in this study and would be most grateful for an early return of your response and comments. Enclosed for your convenience is a return addressed, stamped envelope.

We shall be very happy to furnish you a copy of summary findings.

Very truly yours,

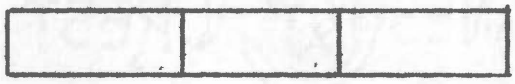
Orin B. Graff
Head of Department

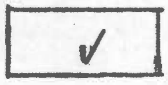
Lawrence H. Nuzum
Graduate Student

SURVEY OF CHANGES IN FUNCTION OF THE COLLEGE-CONTROLLED LABORATORY SCHOOL SINCE 1948

Directions for Completing Questionnaire

The person completing the questionnaire is requested to give data concerning changes in function of the college-controlled laboratory school. A series of twenty-six possible changes in function is suggested. To the right of the statement of each function are three boxes:



These denote the emphasis placed on each function since 1948. The first box, More; the second, About The Same; the third, Less. Please place your check  in the box which represents your opinion.

Below some of the twenty-six suggested changes in function are certain specific questions which we trust you will answer. Also, some space is left for you to comment about each function.

On the last page of the questionnaire is a space for additional comments. Here we hope you will make any statement not listed in the questionnaire which represents a change in function in your school.

Please return the completed questionnaire in the enclosed envelope to: Mr. Lawrence H. Nuzum, Principal, Marshall Laboratory High School, Marshall College, Huntington 1, West Virginia.

Definitions of Terms Used in This Questionnaire

Professional Laboratory Experiences: All those contacts with children, youth, and adults (through observation, participation and teaching) which makes a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Participation: Those experiences of the college student in which he is assisting and working with the regular classroom teacher in teaching activities.

Internship: A fifth year of advanced professional study which includes guided teaching in a classroom situation.

SURVEY OF CHANGES IN FUNCTION OF THE
COLLEGE-CONTROLLED LABO ATORY SCHOOL SINCE 1948

Name of Laboratory School_____

Address_____

Includes Grades: (Underline) K 1 2 3 4 5 6 7 8 9 10 11 12

Name of Person Reporting_____ Position_____

Functions of the Laboratory School	Since 1948 we have emphasized this function		
	More	About the Same	Less
1. Professional Laboratory Experiences			
A. Prior to Student Teaching			
1. Providing opportunities for observation of classroom teaching. In which year or years does the student have this experience? Fr.___ Soph.___ Jr.___ Sr.___ Comment:			
2. Providing classroom participation (working with pupils but not responsible). In which year or years does the student have this experience? Fr.___ Soph.___ Jr.___ Sr.___ Comment:			
3. Using demonstration teaching to illustrate special teaching and learning techniques. Comment:			

	Since 1948 we have emphasized this function		
	More	About the Same	Less
B. Student Teaching			
1. Providing student teaching in the laboratory school. What per cent of all student teaching is done in the laboratory school? _____ Comment:			
2. Providing full-time student teaching in the laboratory school. How many hours per day?___ How many weeks per semester?___ or quarter?____ Co ment:			
3. Providing part-time student teaching in the laboratory school. How many hours per day?____ How many weeks per semester?___ or quarter?____ Comment:			
4. Providing a teaching experience prior to the regular student teaching period. In which year is this a part of the program? _____ Comment:			

Since 1948 we have emphasized this function

More	About the Same	Less

C. Post Student Teaching

1. Furnishing professional laboratory experiences during the period following student teaching. Is this in connection with the graduate program in Education?____ Undergraduate program in Education?____

Comment:

2. Furnishing a post-student teaching experience. Is this considered a 5th year internship?____ How many hours per day?____ How many weeks per year?____

Comment:

II. Place of Professional Laboratory Experiences

1. Making experiences an integral part of the work of each year. In which years do college students have experiences in the laboratory school? Fr.___ Soph.___ Jr.___ Sr.___

Comment:

2. Establishing opportunities for the college student to participate in all major activities of the teacher.

Comment:

	Since 1948 we have emphasized this function		
	More	About the Same	Less

III. Administration of Professional Laboratory Experiences

1. Cooperative assigning of students to laboratory experiences in the laboratory school by the student, laboratory school staff, and college staff. If not done cooperatively by the above, who is responsible for these assignments? _____

_____

Comment:

2. Recognizing needs, interests, and abilities in assigning students to laboratory experiences. Are the records of college students readily available to the laboratory school staff?_____

Comment:

3. Adjusting the length of time a student remains in student teaching in terms of his strengths and weaknesses in guiding the learning process.

Comment:

Since 1948 we have emphasized this function

More	About the Same	Less

IV. Supervision of Laboratory Experiences

1. Making the supervision of laboratory experiences, prior to student teaching, primarily the responsibility of the laboratory school staff. If not, who is responsible? _____

   Comment:

2. Making the supervision of student teaching primarily the responsibility of the laboratory school staff. If not, who is responsible? _____

   Comment:

3. Making the supervision of laboratory experiences, following student teaching, primarily the responsibility of the laboratory school staff. If not, who is responsible? _____

   Comment:

V. Additional Functions Provided by the Laboratory School

1. Using the laboratory school for experimentation. In what areas is the experimentation carried out? Curriculum_____; Teaching methods_____; Other_____

   Comment:

	Since 1948 we have emphasized this function		
	More	About the Same	Less
2. Using the laboratory school for research. What kinds of research are done? Curriculum _____; Child Development _____; Learning theory _____; Other_____ Comment:			
3. Writing and publishing articles in professional and non-professional publications. Comment:			
4. Having the laboratory school teachers instruct the special methods courses for college students. Is this done as part of the student teaching block?_____ Comment:			
5. Utilizing the laboratory school staff to provide follow-up service for first year teachers in the local school system. Comment:			

Since 1948 we have emphasized this function

More	About the Same	Less

6. Providing opportunities for teachers in service to observe teaching and learning techniques.

   Comment:

7. Having laboratory school staff serve as leaders and consultants for professional group meetings.

   Comment:

8. Providing foreign students the opportunity to observe current educational practices.

   Comment:

9. Serving as a "production center" where teaching aids are produced and catalogued for use in the area.

   Comment:

Additional Comments

If there are additional comments you would like to make concerning changes in function in your laboratory school, please write them below.