

Faculty Research Edition

of

The Savannah State College Bulletin

Published by

THE SAVANNAH STATE COLLEGE

Volume 17, No. 2 Savannah, Georgia December, 1963

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The Savannah State College Bulletin is published October, December, February, March, April, and May by Savannah State College. Entered as second-class matter, December 16, 1947, at the Post Office at Savannah, Georgia under the Act of August 24, 1912.

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Some Practices in Conducting Programs of Off-Campus Student Teaching in Selected Institutions of Georgia*

by

Walter A. Mercer

The purpose of this article is to present and interpret data pertaining to some practices in conducting programs of off-campus student teaching in selected institutions of Georgia. Data were gathered through personal interviews with the Directors of Student Teaching from the following institutions: Albany State College, Clark College, Fort Valley State College, Morehouse College, Morris Brown College, Paine College, Savannah State College and Spelman College.

The data relative to the major practices in conducting programs of the off-campus student teaching were collected under the following headings: (1) contractual relations existing between the colleges and cooperating school systems, (2) content of contractual agreement, (3) duration of contractual agreement, (4) average number of student teachers supervised by directors of student teaching during the 1959-1960 academic year, (5) frequency with which directors of student teaching visited student teachers and the per cent of time devoted to the supervision of student teaching, (6) semester hour teaching load of directors of student teaching exclusive of the course in student teaching and per cent of time devoted to teaching (excluding student teaching seminars), (7) distance traveled one academic year, (8) distance traveled between the college and the most distant cooperating school by college supervisor of student teaching, (9) number of clock hours directors of student teaching spent per week counseling students other than student teachers during the 1959-60 academic year, (10) number of clock hours directors of student teaching spent per week in individual conferences with student teachers during the 1959-60 academic year, (11) number of clock hours directors of student teaching spent per week in group conferences with student teachers during the 1959-60 academic year, (12) number of clock hours directors of student teaching spent per week in office work exclusive of time spent in conferences and in counseling during the 1959-60 academic year, and (13) number of clock hours directors of student teaching spent per week visiting cooperating schools in the interest of student teachers during the 1959-60 academic year.

The findings with respect to practices in conducting programs of off-campus student teaching were organized into the 12 aspects which follow:

*Mercer, Walter A., *The Organization and Administration of Off-Campus Student Teaching in Relation to Professional Experiences in Selected Institutions of Georgia*, unpublished Ed.D dissertation, School of Education, Indiana University, 1961, 252 pp., ix.

Contractual Relations Existing Between the Colleges and the Cooperating School Systems.

A variety of practices existed with reference to contractual relations between the colleges and cooperating school systems. Half of the colleges used a written contract while three of them used an official letter of recognition. One institution made use of a written memorandum.

Content of Contractual Agreement Existing Between the Colleges and the Cooperating School Systems.

The content of the contractual agreement was varied. In three of the institutions, the content included the responsibilities of the institution, the responsibilities of the cooperating school system, and values of cooperation while two institutions included an agreement that student teaching could be done in the school system. The content of the contractual agreement consisted of the responsibilities of the institutions and the responsibilities of the cooperating school system in one institution whereas values of cooperation were included in another institution. In one institution, the content of the contractual agreement consisted of the responsibilities of the cooperating school system, values of cooperation, and criteria for the selection of cooperating teachers and the amount of honorarium to be given by the State Department of Education.

Duration of the Contractual Agreement Existing Between the Colleges and Cooperating School System.

The duration of the contractual agreement varied from one quarter (12 weeks) to an indefinite period of time.

Number of Student Teachers Supervised Per Student Teaching Session by Student Teaching During the 1959-60 Academic Year.

The number of student teachers supervised by the directors of student teaching varied greatly according to the size of the school or department, the number of student teaching sessions, and the number of college supervisors available. The number of student teachers supervised by seven directors of student teaching ranged from 9-10 to 19-20. The mean number of student teachers supervised by seven directors of student teaching per student teaching session during the 1959-60 academic year was 15.7 and the median was 16.

Frequency Which Directors of Student Teaching Visited Student Teachers and the Per Cent of Time Devoted to the Supervision of Student Teaching.

On this point practices varied considerably. The average length of each visit of the seven directors who engaged in this activity ranged from one close hour to the number of clock hours needed by the particular student teacher. The number of student teachers supervised by each of these seven directors ranged from 9 to 20 with an average of 15.7. One institution indicated that the number of visits depended in every case upon the needs of the particular student teacher. The number of visits for the remaining six directors who engaged in this activity ranged from 3 to 10 with an average of 4.5. The per cent

of time these directors devoted to the supervision of student teaching ranged from 40 to 100 per cent with an average of approximately 75 per cent.

Semester Hour Teaching Load of Directors of Student Teaching Exclusive of the Course in Student Teaching and Per Cent of Time Devoted to This Other Teaching (excluding student teaching seminars).

Here again there was considerable variation. For the six directors who taught and supervised, the teaching load ranged from three to nine semester hours of teaching with an average of 2.8 semester hours. One director devoted the majority of his time to teaching and no time to the supervision of student teachers while a director in another institution devoted the majority of his time to the supervision of student teachers and no time to teaching. Of the six directors who taught and supervised student teachers, the per cent of time devoted to teaching ranged from 25 to 90 with a mean of 41.7 per cent. Of the seven directors who supervised student teachers, the number of student teachers supervised per student teaching session ranged from 9 to 20 with an average of approximately 16 students.

Distance Traveled One Way by the College Supervisors and/or Directors of Student Teaching to the Nearest Cooperating School During 1959-60 Academic Year.

The number of miles traveled to the most distant cooperating school ranged from 1-10 to 91-100. In half of the institutions the college supervisors and/or directors traveled from one to 10 miles to the most distant cooperating school.

Number of Clock Hours Directors of Student Teaching Spent Per Week Counseling Students Other Than Student Teachers During the 1959-60 Academic Year.

The number of clock hours directors of student teaching spent per week counseling students other than student teachers ranged from 0 to 10 with a mean of 4.6.

Number of Clock Hours Directors of Student Teaching Spent Per Week in the Individual Conferences with Student Teachers During the 1959-60 Academic Year.

The time spent ranged from zero to seven clock hours with a mean and median of 3.9 and 4.5 respectively.

Number of Clock Hours Director of Student Teaching Spent Per Week in Group Conferences with Student Teachers During the 1959-60 Academic Year.

The number of clock hours which the directors held in group conferences with students ranged from zero to seven (eight directors). Of the seven directors who supervised student teachers, the number of clock hours spent in office work exclusive of time spent in conferences and in counseling ranged from 1-5 to 11-15 with a mean and a median of 10.4 and 6 hours respectively.

Number of Clock Hours Directors of Student Teaching Spent Per Week Visiting Cooperating Schools in the Interest of Student Teachers During the 1959-60 Academic Year.

Here there was wide variation. For the seven directors who visited cooperating schools, the number of clock hours ranged from 6-10 to 26-30 with a mean and median of 14.9 and 13.5 hours respectively.

Concerning the practices in conducting programs of off-campus student teaching, the following conclusions were drawn:

1. With references to contractual relations between the colleges and cooperating school systems, a variety of practices existed which included a written contract in some instances and an official letter of recognition in other instances.
2. In general, the content of the contractual agreement varied and included some combination of the following: responsibilities of the cooperating school systems, values of cooperation, criteria for the selection of supervising teachers and the amount of honorarium to be given by the State Department of Education, and agreement that student teaching could be done in the school system.
3. The duration of the contractual agreement varied from one quarter (12 weeks) to an indefinite period of time.
4. Variation in the number of student teachers supervised per student teaching session by the seven directors was great.
5. In general, the average length of each visit in clock hours, number of student teachers visited per student teaching session, and the number of times each student teacher was visited varied considerably.
6. Considerable variation existed in the institutions with respect to semester hour teaching load, per cent of time devoted to teaching, and the number of student teachers supervised by the directors per student teaching session.
7. The nearest cooperating schools serving the majority of institutions were located within a reasonable distance of the institutions.
8. The most distant cooperating schools serving half of the institutions were located within a reasonable distance of the institutions although in other instances the distance appears too far.
9. Considerable variation existed in the number of clock hours directors of student teaching spent per week in counseling students other than student teachers. The number ranged from none at all to ten clock hours.
10. The time which directors of student teaching spent per week in individual conferences with student teachers ranged from none to seven clock hours.
11. From none to seven clock hours was the range of time which directors of student teaching spent in group conferences with student teachers.

12. The approximate number of clock hours spent by directors of student teachers per week in office work exclusive of time spent in counseling ranged from 1 to 15.
13. There was wide variation in the number of clock hours directors of student teaching spent per week visiting cooperating schools in interest of student teachers. The number ranged from approximately 6 to 30.

RECOMMENDATIONS

1. The teaching load of the director of student teaching should be reduced.
2. There should be an in-service education program for all persons engaged in work with the student teacher.