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MORAN, Clotildus M., 1925-
THE PREFERENCES OF PROSPECTIVE TEACHERS,
STUDENTS AT WAYNE STATE UNIVERSITY, RE-
GARDING CURRICULAR AND CAMPUS EXPERI-
ENCES.

Wayne State University, Ed.D., 1962
Education, teacher training

University Microfilms, Inc., Ann Arbor, Michigan

ACKNOWLEDGEMENTS

As with all doctoral dissertations, this one could not possibly have been completed without the encouragement, guidance, and other assistance of many people.

The author is particularly indebted to the doctoral committee, Dr. Wilhelm Reitz, Chairman, and Drs. Dorothy LaSalle, August Kerber and William Wasson. They have given generously of themselves and their talents, even in the face of countless other pressing demands upon their time and energies. Miss Ruth Murray, Chairman, Women's Physical Education Department, Wayne State University, is officially listed as an honorary member of the committee. She is a highly dedicated, creative and scholarly educator, who provided the author with encouragement and opportunity essential for initiating graduate study at the doctoral level.

The excellent cooperation of Dr. Warren Gauerke and the spring, 1961, Wayne State University faculty and students of Education 380, The American School, greatly facilitated data collection for this study.

Drs. George Stern of Syracuse University and Fred Kerlinger of New York University made available the instruments termed Schedules I and II in this study.

Two books, Changing Values in College by Philip Jacob and Methods in Personality Assessment by George Stern, Morris Stein and Benjamin Bloom, are quoted extensively. For this, there is an especial debt of gratitude to the authors.

Drs. Robert Hubbard and Joseph Hill, and Messrs. Floyd Adams and

Robert Wright, all of Wayne State University, have assisted in ways that contributed directly to the progress of the dissertation. The expert editorial assistance and typing of Mrs. Veronica Randall and Mrs. Robert Barthell cannot be adequately compensated by any amount of money.

The author is deeply appreciative of these persons and others, not named here, who contributed directly or indirectly to the completion of this project.

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CHAPTER I

INTRODUCTION

Background of the Study

Generations of science fiction have become reality in the little more than four-year span of the post-sputnik era. Our lives now change so rapidly that it is difficult to even know what the changes are. What appear on the surface to be merely technological advances are of such scope and significance that our ways of life and thought are deeply affected.

In these times in order to function effectively as nations, institutions, and individuals we need to be able to rapidly amass and integrate pertinent data and make decisions based on fact. There is often a need to formalize data gathering that in previous times was accomplished in an incidental fashion. This is equally true of the development of an international trade agreement, curriculum planning in a school, or even the choice of a new hair style.

Purpose of the Study

In a large educational institution at this point in history, the faculty can scarcely rely only on incidental contacts with students to provide them with a broad overview and deep insight to student thinking. In order to be able to give consideration in faculty planning to student thinking regarding the campus, the faculty, classmates, and curricular experiences, one or more special data gathering procedures are likely to

be necessary.

This study, employing one possible procedure, will analyze, summarize, and sight for the faculty implications of the preferences of Wayne State University students, who are preparing to become elementary and/or secondary school teachers, regarding their own professional educational experiences. Specifically, the preferences of these prospective teachers regarding certain aspects of campus environment, personal characteristics of the faculty and classmates, and teacher education curricular experiences will be studied in relation to selected student characteristics.

Significance of the Study

Educators in all fields and at every instructional level search constantly for ways to assist learners more effectively. This is particularly true of teacher educators, those faculty persons whose professional responsibility is the preparation of teachers. Teacher educators know that, frequently, differences among students, when recognized and built upon, can facilitate learning. When ignored, some of these characteristics result in less than optimum achievement, low morale, and unnecessary drop outs.

Students differ greatly in their preferences regarding curricular and campus experiences. Some hope for warm personal relationships with faculty and fellow students; others prefer a kind of anonymity. Some like the adventure of new ideas, contact with many different kinds of people, experimental instructional procedures; others prefer the tried and known. This study will help a faculty to know the preferences of a large and diverse student body, attending a publicly supported university centrally located in a giant industrial, metropolitan area, re-

garding campus environment, personal characteristics of the faculty and classmates, and teacher education curricular experiences.

The study provides data of especial timeliness and more extensive than any previously available for the institution in which the data were collected. As Wayne State University shifts from the semester to quarter system of operation, decisions and plans that affect students and their professional education must be made. Change cannot be avoided. This study provides one source of data upon which to base faculty decisions and planning regarding the content, organization and conduct of teacher education programs in this institution.

The methodology developed for use in this study could serve as a pattern for similar investigations.

Schedule III--(Preferences), an original instrument developed for use in this study, can be adapted for use in other investigations of student preferences regarding curricular and campus experiences.

Questions To Be Answered

This study is concerned with the following:

1. What are the preferences of Wayne State University students preparing to become elementary and/or secondary school teachers regarding:
 - a. Campus environment?
 - b. Personal characteristics of faculty?
 - c. Personal characteristics of classmates?
 - d. Teacher education curricular experiences?

2. The second phase of inquiry will be to determine the characteristics of students who support these preferences most strongly, least strongly.
 - a. Curriculum classification
 - b. Student teaching experience
 - c. Student classification
 - d. Age
 - e. Sex
 - f. Marital status

- g. Honor point
 - h. Employment status
 - i. Colleges attended
 - j. Personality classification (permissive-restrictive)
3. What implications does the researcher find in these data for the teacher education faculty of Wayne State University?

Assumptions

The following assumptions are basic to the study:

1. The study assumes that students preparing to become elementary and/or secondary school teachers are able and willing to express preferences regarding the campus, the faculty, classmates, and teacher education curricular experiences.
2. The study assumes the validity and reliability of Schedule III, an original instrument designed for use in this study as a means of determining student preferences regarding the campus, the faculty, classmates, and teacher education curricular experiences.
3. The study assumes that "permissiveness" and "restrictiveness" are quantifiable dimensions of personality. The literature summarized in Chapter II provides basis for this assumption.
4. The study assumes that Schedules I and II, the instruments used for determining "permissiveness" and "restrictiveness," are suited to that use.

Definition of Terms

In this study the following terms are used in ways that require explanation:

Prospective teachers refers to juniors, seniors, and post-degree students enrolled in curriculums that lead to certification for teaching in elementary and/or secondary schools.

Curricular experiences or teacher education curricular experiences refers to all of the formal and informal activities and associations of students that result from being enrolled in a program of study that leads to certification for elementary and/or secondary school teaching.

Campus environment refers to the total complex of factors that

together comprise the atmosphere of an educational institution. Included are such factors as social-intellectual climate, aesthetic appearance, facilities, and rules and regulations.

Professional education refers to the part of a student's total university experience that is concerned specifically with preparation for a career as an elementary and/or secondary school teacher. In this study, "professional education" refers to the curricular experiences of juniors, seniors, and post-degree students enrolled in teacher-education programs.

Total Group refers to the 283 students who comprise the sample of the study.

Preferred (preference) is used in two ways in this study:

1. "Preference" appears as a column heading in tables titled "Responses to Schedule III--(Preferences)." In these tables each statement in Schedule III is listed in the "Preference" column.
2. In reporting the findings of the study, the term "preferred" or "preference" is used to indicate that a particular statement in Schedule III was selected by at least 66 per cent of the 283 students in the Total Group and/or in at least one of the 29 subgroups based on student characteristics.

Permissive refers to the personality classification of the 18 students whose scores on instruments designed to measure stereopathic - non-stereopathic personality dimensions and progressive - traditional educational attitudes meet the criteria of this study for "low stereopath," "high non-stereopath," and "high progressive." "Permissive" is to be understood in this study as a generally liberal and liberalizing dimension of personality.

Restrictive refers to the personality classification of the 12 students whose scores on instruments designed to measure stereopathic - non-stereopathic personality dimensions and progressive - traditional educational attitudes meet the criteria of this study for "high stereo-

path," "low non-stereopath," and "high traditional." "Restrictive" is to be understood in this study as a generally limited and limiting dimension of personality.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature significant to this study of "The Preferences of Prospective Teachers, Students at Wayne State University, Regarding Curricular and Campus Experiences" tends to cluster into two groups:

1. Studies of college environment (institutional atmosphere)
2. Studies of permissive-restrictive or other similar personality dimensions of college students

Actually, a number of studies are a combination of the two.

The best single introduction to literature related to this study is provided by Philip Jacob's Changing Values in College,¹ in which the author summarizes and comments upon significant studies published before 1957. An excellent, more recent and more specific review of related literature, "The College Environment," was published in 1960 by C. Robert Pace and Anne McFee.²

Pace and McFee pointed out that "one of the weaknesses of educational research has been the frequent effort to assess the impact of only a small segment of the learning environment--a particular class size or teaching method, for example."³ They recommend that "a broader view

¹Philip E. Jacob, Changing Values in College: An Exploratory Study of the Impact of College Teaching (New York: Harper & Brothers, 1957).

²Robert C. Pace and Anne McFee, "The College Environment," Review of Educational Research, XXX (October, 1960), pp. 311-20.

³Ibid., p. 311.

of environment as a complex social system, a network of interactions, or in the case of colleges, as a miniature culture, may lead to more productive research."¹ The selection of studies to be included in this chapter has been guided by the recommendation.

Jacob concluded that he was unable to discover from available research a specific curricular pattern, course, instructional method or type of instructor that ". . . should be patented for its impact on the values of students."² However, he added:

Student values do change to some extent in college. With some students, the change is substantial. But the impetus to change does not come primarily from the formal educational process. Potency to affect student values is found in the distinctive climate of a few institutions, the individual and personal magnetism of a sensitive teacher with strong value-commitments of his own, or value-laden personal experiences of students imaginatively integrated, with their intellectual development.³

Jacob felt that ". . . there is undoubtedly some relationship between the factors which cause a student to like an instructor and the kind of influence which the instructor can exert."⁴ It seems unlikely that an instructor can be highly influential with students if students do not regard him in a generally favorable way. Jacob developed the following composite of traits expected by students of a "good teacher":

1) Ability to arouse interest and enthusiasm. Depending upon the students, this may imply either skillful showmanship or intellectual excitement and provocativeness. A sense of humor helps. In the social sciences, a special premium is placed on the man who can stimulate 'ideas.'

2) Interest in students, cooperativeness and sociability, or more positively put, 'empathy' for students. This quality is not considered as important at some institutions (Purdue, Brooklyn) as at others (University of Washington, Oklahoma A. & M.).

3) Tolerance and respect for students and their ideas, and giving those that want it an opportunity to get into the act in the teaching process; sympathetic consideration of their objections and complaints.

4) Clarity in the presentation of the subject matter, an ability

¹Ibid.

²Jacob, op. cit., p. 11.

³Ibid.

⁴Ibid., p. 79.

to explain and to "structure" the material so that students can easily follow, understand and remember.¹

Conversely, Jacob summarized:

Students dislike teachers who do not plan their courses well, do not explain clearly what is expected on examinations, oversimplify or overcomplicate or are just plain dull. But the blackest trait a teacher can have is disrespect for the students. He incurs acute disapproval if he talks down to them or otherwise belittles them. Sarcasm is an unpardonable offense.²

Most notable among the many comments upon the Jacob report were those of David Riesman³ and Allen Barton.⁴ Riesman suggested that the absence of specific impact of colleges on many students may actually be an indication of the general effectiveness of colleges in that "middle-brow" culture has been decidedly influenced by academic values. He noted also that the distinctive ethos of certain colleges may be simply a reflection of already held views of the students who choose to attend them. Barton pointed to a need to view the college as a system of interacting elements, to study differences between types of colleges, and to specify effects on different types of students.

The Inventory of Beliefs, antecedent of Schedule I used in this study, was first developed by the American Council on Education for use in its Cooperative Study of Evaluation in General Education. Dressel and Mayhew⁵ reported that the following specific characteristics were associated with schools in which students showed high gains on the Inven-

¹Ibid., p. 80. ²Ibid.

³David Riesman, "The 'Jacob Report'," American Sociological Review, XXIII (December, 1958), pp. 732-38.

⁴Allen H. Barton, Studying the Effects of College Education: A Methodological Examination of Changing Values in College (New Haven: The Edward W. Hazen Foundation, 1959).

⁵Paul L. Dressel and Lewis B. Mayhew, General Education: Explorations in Evaluation (Washington, D. C.: American Council on Education, 1954).

tory in contrast to those in which gains were low: 1) highly selected student bodies, 2) carefully integrated programs of general education, 3) classes conducted in small discussion sections with the teacher serving as moderator. Similar results were obtained using instruments to measure critical thinking in natural and social sciences.

The authors of What College Students Think,¹ reporting the Cornell University study of student values, felt that particular college cultures, or certain sub-cultures within the college environment, definitely influence students' activities and attitudes. The fraternity was noted to be an especially influential reference group in some colleges, particularly with respect to participation in campus activities, dating, drinking, cheating, and having a good time.

In his report, The College Influence on Student Character, Eddy² attributed the character of a college to such elements as the level of expectancy of performance, the physical arrangement of the buildings, the effectiveness of communication among various campus groups, and the style of personal relationships between students and faculty and among students. He concluded that a college has its greatest impact on students when all components reinforce the major college goals.

Daniel Funkenstein,³ reporting on medical education, noted that

¹Rose K. Goldsen, et al., What College Students Think (Princeton, New Jersey: D. Van Nostrand Co., Inc., 1960).

²Edward D. Eddy, Jr., The College Influence on Student Character: An Exploratory Study in Selected Colleges and Universities Made for the Committee for the Study of Character Development in Education (Washington, D. C.: American Council on Education, 1959).

³Daniel H. Funkenstein, "What Does Higher Education Need to Know About the Student in Today's Changing Society?" Current Issues in Higher Education, 1960. The proceedings of the Fifteenth Annual National Conference on Higher Education. Edited for the Association for Higher Education (N.E.A.) by G. Kerry Smith (Washington, D. C.: The Association, 1960), pp. 160-64.

a predominance of students with certain characteristics within a school determines to a great extent the atmosphere and opportunities in the school. In "ideistic" schools, students regard medicine as a cultural tradition, and plan careers in research or teaching. In "pragmatic" schools, students are concerned with concrete goals, economic and social prestige, and plan to become practitioners.

McConnell¹ and Heist,² reporting for the Center for the Study of Higher Education, indicated also that the atmosphere of a college is fixed by the character of the student body. They noted, for example, that institutional mean scores on the ACE in a stratified representative sample of colleges ranged from 35 to 143, and that the greatest number of National Merit Scholarship students attend the same few schools, even though they are free to attend the institution of their choice.

There have been a number of studies in which the College Characteristics Index and/or the Stern Activities Index have been used. These instruments stem from the work of Stern, Stein and Bloom³ reported in Methods in Personality Assessment. In an analysis of 32 schools where both instruments were given Stern⁴ reported that the differences among institutional environments were substantially greater than the differences among student bodies. He concluded also that there is some tenden-

¹Thomas R. McConnell and Paul A. Heist, "Do Students Make the College?", College and University, XXXIV (Summer, 1959), pp. 442-52.

²Paul A. Heist, "Diversity in College Student Characteristics," Journal of Educational Sociology, XXXIII (February, 1960), pp. 279-91.

³George G. Stern, Morris I. Stein, and Benjamin S. Bloom, Methods in Personality Assessment: Human Behavior in Complex Social Situations (Glencoe, Illinois: Free Press, 1956).

⁴George G. Stern, "Congruence and Dissonance in the Ecology of College Students," Student Medicine, VIII (April, 1960), 304-39.

cy for students to attend institutions where the environmental press is compatible to personality needs. Most notable among the other studies using one or both of these instruments are those of Pace¹ and Thistlewaite.² The work of both men indicates the environmental press of the natural sciences is different from that of the social sciences, arts, and humanities.

Most of the personality studies of college students that have relevance for this study have appeared since 1950 and have been influenced at least indirectly by two outstanding publications, Adorno's Authoritarian Personality³ and Stern, Stein, and Bloom's Methods of Personality Assessment.⁴ Jacob supported the claim of Adorno and his colleagues that some persons have "a coherent, well-defined body of attitudes, traits and values which constitute an 'authoritarian' type of personality."⁵ However, he considered the term "authoritarian . . . unfortunate because of its ideological connotations,"⁶ and preferred "rigid," "dogmatic," "prejudiced," or "stereopathic" as alternatives to describe essentially the same phenomenon. By way of further clarification of the term, Jacob referred to the Harvard University study,⁷ which he felt provided "some evidence that the psychiatric diagnosis of a 'compulsive-neurotic' is akin to, though probably a narrower and more specific form of, the authoritar-

¹Robert C. Pace and George G. Stern, "Five College Environments," College Board Review, XLI (Spring, 1960), pp. 24-28.

²Donald L. Thistlewaite, "College Press and Student Achievement," Journal of Educational Psychology, L (October, 1959), pp. 183-91.

³Theodor W. Adorno, et al., The Authoritarian Personality (New York: Harper, 1950).

⁴Stern, Stein, and Bloom, op. cit. ⁵Jacob, op. cit., p. 123.

⁶Ibid.

⁷Daniel Funkenstein and Stanley H. and Margaret Drolette, Mastery of Stress (Cambridge: Harvard University Press, 1957).

ian personality."¹

Stern, Stein, and Bloom developed elaborate "synthetic models" of the stereopath and non-stereopath. The models are basic to the Inventory of Beliefs as an instrument and to the permissive-restrictive aspects of personality considered in this study. Therefore, they are presented here:

A Synthetic Model of the Stereopath

.....
 Essentially the concern here is with a hypothetical individual who may be characterized in terms of depersonalized and codified social relationships, pervasive acceptance of authority as absolute, inhibition and denial of impulses, and rigid orderliness and conformity in behavior. He is assumed to have had a stern, disciplinary upbringing from at least one parent. Fearful of this authoritarian figure, the child submits overtly, exaggerating the unquestioned excellence of this parent and repressing the tremendous hostility which cannot be directly expressed in consciousness. One possible exception to the complete displacement of this counter-aggression may be discerned, however: the parent's dictates could be disobeyed under the guise of being faithful to superior commands, e.g., religion or the state. In this case, however, the same pattern of submission to the superior authority ensues; the parent has simply been relegated to a lower hierarchical position. In either event, guilt for the untenable hostile impulses results. Since little introspection is indulged, aggressive impulses are displaced and frequently turned back upon the self in the form of paranoid persecutory fears. Identification with the aggressor may occur, and enjoyment of personal discomfort undergone as penance for immoral or non-deferent behavior.

... The S Syndrome

1. Reactions to Others
 Depersonalization of relationships. Perception of authority figures as omnipotent, threatening, and impregnable.
2. Coping Mechanisms
 Submission to authority. Overwhelming unconscious hostility, displaced externally. Aggression expressed extrapunitive in attempted dominance and control.
3. Impulse Acceptance
 Inhibition and denial of id impulses. Depersonalized sexuality.
4. Impulse Control
 Strong, punitive superego structure, not necessarily internalized. Anxiety and guilt associated with unconscious hostility. Control of unacceptable impulses in order to avoid criticism or disapproval of parent or parent-surrogate is incomplete, resulting in impulse-ridden physical outbursts. Such explosions are

¹ Jacob, loc. cit.

- non-cathartic, only increasing anxiety and guilt.
5. Energy Level
Ineffectual liberation of effective tension and continual free-floating anxiety drains off energy otherwise available for goal-directed activity. Compensated for by autistic thinking in goal-behavior and fantasied achievement.
 6. Autonomous-Homonomous Balance
Predominantly exocathective-extracceptive: manipulating things and people as external objects through practical, concrete physical action. Conformity and adaptation to reality as given for more-or-less immediately tangible ends, emphasizing money and property. Counter-cathective rejection of sensuality, introspection, intracception, and verbal-emotional-artistic expressiveness. Egocentric (infantile) perception: animism, anthropomorphism, mysticism, superstition.
 7. Self-maintenance
Repression, inhibition, projection, paranoia, escapism, masochism, sadism. Denial of negative aspects of self. Concern with physical symptoms, appearance.
 8. Organization and Integration
Sphincter morality, emphasizing obedience, order, punctuality. Despite stress on arrangement and detail, activities tend to be diffused and conflicted due to uncontrolled anxiety. Rigid set and outlook; inaccessible to new experience.¹ Resistance to departure from tradition. Rigid and compulsive.

A Synthetic Model of the Non-Stereopath

. . . This . . . model apparently represented a conceptualization of a syndrome nearly polar to that characterizing the S. The Non-Stereopath, or N, seemed to be represented by highly personalized and individualized social relationships, pervasive rejection of authority figures, spontaneous and acceptant impulse life, and non-conforming flexibility in behavior. This type is seen as the product of homes where parents tend to be permissive, nurturant, or even overprotective of their youngsters. Self-importance is established early, at the expense of parental respects or thorough going submission. Limitations and deprivations come from the extra-familial environment, rather than from the parents. Reaction to this upbringing may result in positive feeling and identification with the parents or, in the case of excessive parental concern perceived by the child as coercive possession, in seething resentment. In any event anxiety is focal and specific, and is readily counteracted. High value is placed upon interpersonal relations, intellectual interests, self-expression in the arts, enjoyment of sentient experiences, esthetic cultivation, and interest in social affairs. This group is likely to champion the rights of the underprivileged and the discriminated, turning their own strong succorant needs into nurturant ones. They are introspective, conscious of themselves and their emotional and physical states.

¹Stern, Stein, and Bloom, op. cit., pp. 189-90.

. . . The N Syndrome

1. Reactions to Others
Highly personalized relationships. Perception of authority figures realistically, frequently as overprotective or overpossessive.
2. Coping Mechanisms
Identification with cathected objects. Conscious rebellion and overt rejection of negative or ambivalent cathexes. Aggression expressed freely and directly in attempt to maintain inviolacy, autonomy, and independence. Generally characterized by maintenance of good contact and rapport with others.
3. Impulse Acceptance
Acceptant of id impulses. Capable of direct sentient and sexual representations, as well as their sublimations.
4. Impulse Control
Balanced ego-id-superego demands. Anxiety associated with conscious hostility more focussed, more readily verbalized and dissipated. Internalized superego. Conflict conscious and verbalized. Capable of responsibility and emotional maturity.
5. Energy Level
Capable of sustained effort for remote goals.
6. Autonomous-Homonomous Balance
Predominantly other-directed, placing great emphasis on interpersonal relationships. Identification with "underdog," and capacity for dramatic, idealistic social action. Sensuous, introspective, intrareceptive. Verbal-emotional-artistic sublimations.
7. Self-Maintenance
Counteraction. Exhibitionism and self-dramatization. Capacity for realistic self-appraisal, introspection.
8. Organization and Integration
Behavior plastic and labile. Capacity for spontaneity, impulsiveness, Mobile and intense emotional responsiveness. Flexible, adaptable to changing circumstances.¹

Jacob summarized much of the literature relevant to this study

by saying:

. . . one of the important differences noted among colleges was in the prevailing personality characteristics of their student bodies. A principal basis of distinction was the proportion of students who could be identified by various traits and attitudes as "authoritarian," "rationalist," or "anti-authoritarian."²

In addition, Jacob noted that "differences in personality have a real bearing upon the way particular students respond to their education and consequently what its impact is upon their values."³ In his discussion

¹ Ibid., pp. 192-93.

² Jacob, op. cit., p. 123.

³ Ibid.

of supporting studies, Jacob gave especial attention to Stern and his associates who demonstrated repeatedly "a striking consistency between the beliefs and the conduct of students of the authoritarian or stereopath type."¹

Jacob summarized Stern's findings for a diversified sampling of students as follows:

Emotional instability was more frequently noted among students who had low scores, i.e., accepted the authoritarian-slanted stereotypes.

These students' stated purpose in coming to college reflected the influence of prestige associated with the institution or a view of education as the basis for future financial security.

Two-thirds of such students chose "instrumental" vocations (engineering, medicine, business administration, etc.) in contrast to non-authoritarians, three-fourths of whom chose "consummatory" vocations (teaching, the arts, social service, etc.).

Three-fourths of the authoritarians belonged to orthodox, fundamentalist or evangelical churches; three-fourths of the non-authoritarians were members of liberal denominations or had no religious affiliation.²

In summarizing the findings of a separate study at Antioch College, which was concerned with the conduct and outlook characteristic of students who scored low on the Inventory of Beliefs in contrast to those who scored high, Jacob noted that:

- 1) Low scorers (the more "authoritarian") were less interested in community participation.
- 2) They tended to see no excuses for handing papers in late, criticized those who did hand them in late.
- 3) They attached more importance to neatness.
- 4) They emphasized dress.
- 5) They regarded common room rules as legitimate and to be obeyed.
- 6) They denied the existence of homosexuality or were embarrassed by discussion of it. High scorers accepted homosexuals as people and the better informed among them saw some possibility of a solution, perhaps in terms of counseling.
- 7) The low group thought of moral laxity as associated with sex, and drinking; high group asked for a definition of "laxity."³

Reports regarding the reaction of students at Michigan State and

¹Ibid. ²Ibid. ³Ibid., p. 124.

Harvard to their educational experiences are highly relevant to this study. Jacob summarized as follows:

[Authoritarians] want directive instruction providing clear and explicit explanations of what is expected of them, and preferably objective-type examinations. When the Michigan State Board of Examiners interviewed students to get their opinion about a new type of examination procedure (which would widen the possible choice in multiple choice tests, etc.) the authoritarian students not only opposed any change in the established procedure but often resisted being interviewed about it. They apparently wanted to be told, rather than to be consulted. At Harvard, permissive-type teaching caused some students to experience great emotional strain. They were confused, even angry; whereas under straight lecture and recitation they moved along contentedly. The reverse was the case with some of the more extreme liberals or non-authoritarians. What is influential education for an authoritarian, therefore, frustrates a liberal, and vice versa.¹

Another investigation, highly relevant to this study, is that of Stern and Cope² at Syracuse University. This was a very carefully planned and executed study of the effect of personality structure on a student's educational performance. Freshmen in the basic introductory course in Citizenship were classified by personality types according to their scores on the American Council on Education Inventory of Beliefs. Separate sections were organized for "stereopaths," "anti-authoritarians," and "rationals." Students were not aware of the organization. The same instructor taught each of the experimental sections, but he was not informed as to which group was which. The class syllabus, texts, projects and schedule were the same for the three sections. All students took the same course examinations as well as pre-tests and post-tests of critical thinking ability in social science and social and political beliefs. The instructor kept a weekly diary for the three sec-

¹Ibid., p. 126.

²George G. Stern and Alfred H. Cope, "Differences in Educability Between Stereopaths, Non-Stereopaths, and Rationals," American Psychologist, XI (August, 1956), p. 362.

tions. For purposes of comparing accomplishments at the end of the course, students in the experimental sections were matched in terms of "thinking ability" with "control" students who had not been in the special sections and were of personality types other than the three represented by the experimental groups. Students in the experimental groups were also compared with students of the same personality type who were enrolled in regular sections of the course. Pre-tests indicated that the authoritarian-type student was far less able than other students to "think critically" in the social science field, though he was not necessarily less intelligent on a non-verbal basis. As a group, the authoritarians were poor readers. During the course, authoritarians improved their critical thinking capacity more than any of the others, though they did not at any time match the ability of the other experimental groups. Authoritarians also showed the greatest change--in the liberal direction--in beliefs during the course. The control group showed moderate liberalization, and there was very little change in the other two experimental groups. Again, however, the authoritarian group, even with its marked change, did not match the liberalism of any of the other groups. Such was the effect of the dogmatic and authoritarian stereotypes with which the group began.

Of particular significance is the finding of Stern and Cope that in the study under consideration authoritarian students were more successful both in academic accomplishment and in liberalization of belief if they were grouped together and taught separately than if they were mixed in with other types of students. Authoritarian-type students in the experimental section made commendable progress while students of the same personality type in the general sections did poorly. Of particular importance, students in the experimental group became more interested

and more active participants in the class as the course proceeded. This was not characteristic of the same personality type in the general sections. The following excerpts from the instructor's diary reveal the gradual "opening up" of the authoritarian personality in the experimental class.

1st week--asked few questions, seemed lacking in curiosity or initiative either in reference to administrative details or discussion. More direct questioning was required to get class discussion and there was much less interplay between the students.

2nd week--continued to be reticent except in one or two cases and these proved to have gotten in class erroneously and were removed. In reading first quizzes, I discovered many of them are interested in religion.

4th week--very difficult to get discussion though direct questions indicate they are well informed on text. Constant temptation to lecture rather than discuss. One gets an attitude of "you tell us" and "we'll write on the exam."

5th week--found that with five or six times as much effort I could draw out some real discussion. Almost one half the class eventually got into the argument and there was more volunteering than previously.

7th week--discussion breakthrough to a higher level of participation--more individual cases in this class than before of willingness to fight back against the brutally dogmatic totalitarian rantings of the professor--they indignantly but politely told me I was wrong. Class was more relaxed. Just before the exam they finally broke down and asked one interpretative question after another.

8th week--group finds reliance on God or some other firm power--removes necessity of relying on others so much. Their easiest adjustment is to bear their problems without relying on other persons in academic life. Theology is easier--a formula more comfortable if you have major intellectual shortcomings.

9th week--far more cooperative, discuss more. But reticence and apparent inexperience in discussion is such that the folks need a leading question every second or third statement while with issues well developed in the 1:15 class (Rationalists) it was possible to pull out as discussion leader for about 15 minutes and watch the students fight back and forth.

10th week--discussion still moderately more difficult but everyone recited during the week, practically all volunteering some answers. This is a terrific contrast to the situation up to about November 7.

Special Project (involving small teams studying and teaching recommendations in regard to a local racially integrated housing program).--Slower catching on to system. I had to re-explain items. Bitter internecine warfare in their groups--came up with minority and majority reports--fought and argued with each other, uninhibited in name calling or in fanatic support for their points of view. Impression of everyone denouncing everyone else at once. Appeared that researchers had picked out and remembered the factual materials which

supported their point of view. Contrary material they often neglected.¹

In concluding his consideration of "The 'Authoritarian Personality' as a College Student," Jacob calls for "much more imaginative and devoted effort than has heretofore been expended on such students."² The Syracuse experiment makes it clear that educators can reach through to the authoritarian-type student, if they are sensitive to his problems and direct their efforts to his particular needs.

Ann Felinger Neel found that among a group of thirty senior medical students taking a required course in psychiatry, the authoritarian student was more likely than others "to have difficulty (a) in learning material which involves humanitarian philosophy and the need for understanding people (b) in mastering ambiguous material which requires him to think on his own, but (c) not in learning factual subject matter."³

Gerald Gladstein has conducted two studies in which he investigated the study habits and activities of stereopath, non-stereopath and rational students.⁴ Particularly among successful gifted students, he found that the study habits and activities of a student can be anticipated if personality measures are available. Further, these successful students do not necessarily study according to "recommended, efficient methods."

Joseph Del Popolo reached the following conclusions in his study,

¹Jacob, op. cit., pp. 127-28. ²Ibid., p. 129.

³Ann Felinger Neel, "The Relationship of Authoritarian Personality to Learning: F Scale Scores Combined to Classroom Performance," Journal of Educational Psychology, I (October, 1959), p. 199.

⁴Gerald A. Gladstein, "The Relationship Between Study Behavior and Personality for Academically Successful Students" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1957).

Gerald A. Gladstein, "Study Behavior of Gifted Stereotype and Non-Stereotype College Students," Personnel and Guidance Journal, XXXVIII (February, 1960), pp. 470-74.

"Authoritarian trends in personality as related to attitudinal and behavioral traits of student teachers":

. . . a significant relationship exists between an individual's personality structure and his opinions and attitudes toward pupil-teacher relationships and his observable behavioral traits in a classroom setting.

Authoritarian students tend to display significantly lower scores than equalitarian students on an inventory of attitudes and opinions about pupil-teacher relationships. These differences were interpreted in terms of the dissimilar psychological orientations of the two groups.

Authoritarian students tend to display behavioral traits during student teaching which imply an inability to establish harmonious pupil-teacher relationships. On the other hand, equalitarian students tend to display behavioral traits which are felt to be conducive toward the establishment of harmonious pupil-teacher relationships.¹

In a 1960 Ed.D. dissertation of particular significance to this investigation, Delmo Della-Dora reported that Wayne State University pre-service elementary school teachers tended to be more "progressive" (p .20) on the Kerlinger Education Scale, Schedule II of this study, than Wayne State University pre-service secondary school teachers.² Factors significantly (p .05) associated with progressive or traditional attitudes at the pre-service level were religious affiliation, occupational plans for the future, age, type of community in which reared, attitude toward teaching in grades kindergarten to three and grades seven to eight, and attendance at other colleges and universities.

Wilbert McKeachy, in summing up the studies on the interaction of personality characteristics and teaching methods as they effect learning concluded, ". . . it is safe to say that no major break-through has oc-

¹Joseph Anthony Del Popolo, "Authoritarian Trends in Personality as Related to Attitudinal and Behavioral Traits of Student Teachers" (unpublished Ed.D. dissertation, Pennsylvania State University, 1958).

²Delmo Della-Dora, "A Comparison of the Personality of Elementary School Teachers and Secondary School Teachers Measured in Terms of Extraversion-Introversion and Progressive-Traditional Attitudes" (unpublished Ed.D. dissertation, Wayne State University, 1960).

curred."¹ His closing remarks provide also a most appropriate conclusion for this review of literature related to "The Preferences of Pre-Service Teachers, Students at Wayne State University, Regarding Curricular and Campus Experiences."

Recent research on the improvement of instruction has not resulted in clear-cut conclusions about the relative effectiveness of varying teaching methods. There are many findings of no significant differences. There are some indications that results of the measures of high-level cognitive and motivational outcomes show discussion in small classes where problem-solving techniques are used is superior to didactic lecture in large classes. Instruction by closed-circuit television seems to be slightly inferior to conventional instruction for most outcomes. It is possible that high-level goals may be achieved through independent study, but this method by no means guarantees good results. Interactions between teacher characteristics, teaching methods, student characteristics, and other variables appear to be significant determinants of instructional effectiveness, and they are likely to become increasingly a focus of research.²

¹Wilbert T. McKeachy, "The Improvement of Instruction," Review of Educational Research, XXX (October, 1960), p. 358.

²Ibid., p. 358.

CHAPTER III

DESIGN OF THE STUDY

Source of Data

In this study of "The Preferences of Prospective Teachers, Students at Wayne State University, Regarding Curricular and Campus Experiences," the sample of 283 students was drawn from a universe composed of 3101 undergraduate and post-degree students who were preparing to become elementary and/or secondary school teachers in the curriculum areas offered at Wayne State University during the spring semester of 1961.

Sample of the Study

Basis of Selection

The sample used in this study is an "availability" sample, composed of all Wayne State University students in attendance at class meetings of Education 380, The American School, during the week of May 10, 1961. Education 380 was the only course requirement common to all of the teacher education curriculums during that semester.

Representativeness of Sample

Of the usable responses obtained, 41 per cent are from juniors, 30 per cent from seniors, 26 per cent from post-degree students, and three per cent (nine cases) from students who have been assigned to the classification "other" because of failure to respond to the item or for other reasons. The distribution within the universe was 32 per cent juniors, 38 per cent seniors, and 30 per cent post-degree students. The

sample distribution is high for juniors and post-degree students, low for seniors. The Chi-square Test indicates that this is not a representative sample in terms of student classification. However, it should be noted that of the 116 juniors in the sample, 88 were classified Junior II and only 28 were classified Junior I. In the judgment of the author, there is "adequate compensation" within the sample distribution for the fact that the sample is not, strictly speaking, representative of the universe in terms of student classification.

Of the usable responses, 59 per cent are from women and 39 per cent from men. Two per cent (five cases) failed to respond to the item. These data are not available for the universe. Careful inspection of data reported for groups that include the universe of this study permit the author to estimate the distribution by sex within the universe to be 67 per cent women, 33 per cent men. Using this estimate to determine theoretical frequencies, the Chi-square Test indicates that the sex distribution within the sample is sufficiently representative of the universe for use in this study. The likelihood of the chi-square of 4.06 appearing due to chance is approximately four per cent.

In age distribution, 36 per cent of the respondents are age 21 or younger, 43 per cent are age 22 through 34, 12 per cent are age 35 through 44, and five per cent are age 45 or older. Four per cent (11 cases) did not respond to this item. The age distribution of the universe is not available. However, in the age distribution of undergraduates for the entire University, five per cent of the students are age 45 or older, and eight per cent are age 35 through 44. It is reasonable to expect a slightly higher percentage of persons in the 35-44 age classification to be studying in undergraduate teacher education programs than in the under-

graduate programs of the University as a whole. Therefore, the sample is considered highly representative of the universe for students age 35 or older. Disparity between the age classifications used for reporting students under age 35 in this study and in the total University make it impossible to make comparisons for the younger age classifications. It can only be said that the sample appears to be acceptable in this regard. The age distribution for the total University was released in a special report after data were collected for this study. There were no previous University reports to provide a precedent in establishing age classifications to be used in this study.

Adequacy of the Sample

The universe, the head count enrollment of undergraduate and post-degree students in teacher education curriculums at Wayne State University in the spring of 1961, was 3101. Questionnaires were distributed to 316 students, of whom 283, 90 per cent, returned usable responses, providing a nine per cent sample of the universe. This is considered adequate for the purposes of the study.

Data Collection

Instruments

Three instruments, Schedules I, II, and III, plus instructions and a personal data sheet, were combined into a questionnaire booklet.

Schedule I is the identification used in this study for the SSRC S-A Schedule, Form P860. Form P860 provides a measure of the stereopathic - non-stereopathic dimensions of personality. It is normally combined with Form I860, which is concerned with stereopathic - non-stereopathic ideologies. Each form consists of 100 items. The respondent, using an I.B.M. answer sheet, indicates his reaction to each item on a

six-point scale, ranging from "strongly agree" to "strongly disagree." In this study, the student marked his response in the booklet rather than on a separate answer sheet. Form I860 was not used, because the more specialized measure provided by Schedule II was considered more pertinent to this study. It was thought that to use both Form I860 and Schedule II would lengthen the booklet and thereby diminish the number of usable responses.

Schedule I, Form P860, is described in detail in mimeographed material¹ available from Dr. George Stern at the Syracuse University Psychological Research Center. The form used in this study was developed during 1959-60. Further refinement of the instrument was in progress in 1961. It is descended from the Form T (Stern revision) Inventory of Beliefs, the earlier American Council on Education Inventory of Beliefs and the Adorno F-Scale.

Schedule II is the Education Scale II of Fred N. Kerlinger, designed to measure educational attitudes. The form used in this study is recommended by the author for use with student teachers in large universities, particularly municipal institutions, in preference to Education Scale I.

Kerlinger has found that "educational attitudes can be conceived as hinging on two relatively independent underlying factors or ideologies,"² which he has termed Progressivism and Traditionalism. Kerlinger's studies have shown the Progressive to be also essentially permis-

¹"Stereopath-Acquiescence Workshop, Center for Advanced Study in the Behavioral Sciences, July 28-30, 1960." (Mimeographed.)

²Fred N. Kerlinger, "Progressivism and Traditionalism: Basic Factors of Educational Attitudes," The Journal of Social Psychology, XLVIII (August, 1958), p. 111.

sive, and the Traditionalist to be also essentially restrictive. His capsule definitions of the two positions are given here.

If I were to try to epitomize restrictiveness and permissiveness, . . . I would say that the former means a generally narrow and practical (in a limited and limiting sense) educational viewpoint. Emphasis is on subject matter for its own sake, impersonal superior-inferior relationships with considerable importance attached to the hierarchical nature of such relationships, external discipline, and conservative status quo preserving social beliefs. "Morality" is strongly emphasized and based on external "higher" authority. Permissiveness, on the other hand, is characterized by emphasis on problem-solving and relative de-emphasis on subject matter and knowledge, education as growth, children's interests and needs as basic to education, equality and warmth in interpersonal relationships, internal discipline, liberal social beliefs which emphasize education as an instrument of social change, and a morality based on social and individual responsibility. These definitions are of course inadequate.¹

Kerlinger's Education Scale II is composed of 40 statements arranged into ten tetrads. Respondents are asked to rank the statements within each tetrad in the order that they are in agreement with the statement.

Schedule III is an original instrument developed for use in this study. It reflects the indirect contribution of nearly 300 prospective teachers over a time span of two semesters. Several trial forms were developed and used preliminary to the form used in this study. The schedule consists of 71 pairs of contrasting statements concerning the campus, the faculty, classmates, and teacher education curricular experiences. Respondents are asked to indicate a preference for one statement in each pair.

Procedures

The professors and instructors of Education 380, The American School, distributed questionnaire booklets to all Wayne State University students in attendance at class meetings during the week of May 10, 1961.

¹Ibid., p. 112.

Students were asked to write their names and telephone numbers on mimeographed 3x5 follow-up cards attached to the booklets. Cards and booklets carried matching code numbers. Students were assured in writing that individual identification would be used only to follow up on return of the booklets. Students were asked to return the completed booklets at the next class meeting. Faculty members called for booklets at the next two class meetings. Students who failed to respond to either of these two requests were contacted once by telephone by the researcher. These procedures netted 90 per cent return of usable responses.

Data Processing

Scoring Procedures

Schedules I and II were hand-scored with improvised mats that proved to be very economical of time and eyesight. The scoring mats were cut from black construction paper of the same size as the booklet and enclosed in clear plastic note-book fillers.

Hand-scoring of Schedule I necessitated modification of the machine procedure used by the author. However, every effort was made to follow the author's intent. Schedule II was scored as indicated by the author.

Personality Classification

Schedule I provided both a Stereopath-score (S-score) and a Non-stereopath score (N-score). Schedule II provided a single score referred to by the author of the instrument as the A-B score. The S-scores, N-scores, and A-B scores of the 283 students who returned usable booklets were arranged into three separate arrays and distributed along three separate stanine scales. The lowest scores in each of the three arrays were assigned to the first unit of a stanine scale; the

highest scores were assigned to the ninth unit. This assignment of a single-digit stanine unit number greatly facilitated the sorting of scores, according to the criteria described below, to discover the "permissive" and "restrictive" respondents among those who comprise the sample of the study.

The author of Schedule II, having tested the instrument extensively, provided cut-off scores for Progressives and Traditionalists. Adherence to Kerlinger's scores placed Traditionalists in units 1, 2, or 3 of the stanine scale; Progressives in units 7, 8, or 9. Sixty-five scores, 23 per cent of the 283 scores included in the sample, were in stanine units 1, 2, and 3 combined. Likewise, 65 scores, 23 per cent of the sample, were in stanine units 7, 8, and 9 combined.

Cut-off scores were not available for Schedule I. Consistency required using S-scores and N-scores assigned to the upper three stanine units.

Criteria of the "permissive" group are:

1. A-B score assigned to stanine unit 7, 8, or 9 (Progressive)
2. N-score assigned to stanine unit 7, 8, or 9 (high Non-stereopath)
3. S-score assigned to stanine unit 1, 2, 3, 4, or 5 (low Stereopath)

Criteria of the "restrictive" group are:

1. A-B score assigned to stanine unit 1, 2, or 3 (Traditionalist)
2. N-score assigned to stanine unit 1, 2, 3, 4, or 5 (low Non-stereopath)
3. S-score assigned to stanine unit 7, 8, or 9 (high Stereopath)

Analysis of Data

Responses, including the three scores discussed above, were

transferred from the pre-coded questionnaire booklets directly to Hollerith cards, a procedure to be strongly recommended as a means of minimizing transfer errors.

The I.B.M. 650 was used to obtain frequencies and per cent of "permissive" total (N=18), "restrictive" total (N=12), and total group (N=283) for each item in the booklet. Frequencies and percentages were also obtained for personal data items, cross indexed with student preferences. Additional analysis, based on tables constructed from the machine out-put, was done by hand.

CHAPTER IV

FINDINGS OF THE STUDY

Description of the Sample

Findings summarized below are reported in detail in Appendix B of this study.

Curriculum

The 283 prospective teachers, students at Wayne State University during the spring semester, 1961, who comprise the sample of this study, were enrolled in 19 different teacher education curriculums. For purposes of convenience and clarity in reporting, the 19 curriculums are organized into six curriculum groups.

The secondary social studies and core teaching curriculums combined comprise 12 per cent of the sample, 35/283; secondary English, foreign language, and speech curriculums combined account for 16 per cent, 45/283; secondary science and mathematics combined, seven per cent, 21/283.

The elementary education curriculums combined comprise 31 per cent of the sample, 88/283, and all other curriculums in the College of Education combined, 29 per cent, 80/283.

Health and physical education, a teacher education curriculum offered in the University by the Division of Health and Physical Education, accounts for five per cent of the sample, 14/283.

Nine persons, three per cent of the sample, failed to indicate a

curriculum or for other reasons are classified "other."

Student Teaching Experience

Fifty-eight per cent of the students in the sample, 164/283, report "no assignment yet." Students assigned to the first student teaching contact comprise 12 per cent of the sample, 35/283; those assigned to the second or third contact, 14 per cent, 40/283; other students, "no response" or "experience completed," 16 per cent, 44/283.

Preferred Teaching Level

Forty per cent of the students in the sample, 112/283, prefer to teach at the 10th-12th grade level and 21 per cent, 59/283, at the fourth-sixth grade level. Kindergarten-third grade and seventh-ninth grade levels each attract 12 per cent of the students in the sample, 34/283. Other students, "no response" or "prefer college teaching," account for 14 per cent of the sample, 41/283.

Colleges Attended

Fifty-seven per cent of the sample, 161/283, is composed of students who have attended college(s) other than Wayne. Forty-one per cent of the students in the sample, 116/283, have attended only Wayne, and two per cent, 6/283, failed to respond to the item.

Student Classification

Students who are classified juniors comprise 41 per cent of the sample, 116/283; seniors, 30 per cent, 84/283; post-degree students, 26 per cent, 75/283. Three per cent of the sample, 8/283, did not respond to the item or were "uncertain."

Honor Point Average

Honor point average of "2.25 or lower" and "3.25 or higher" were each reported by nine per cent of the students in the sample, 26/283.

Students who report an honor point average of "2.26-2.74" comprise 41 per cent of the sample, 115/283; "2.75-3.24," 34 per cent, 68/283. Seven per cent of the sample, 20/283, did not respond to the item.

Sex

Men comprise 39 per cent of the sample, 110/283; women, 59 per cent, 168/283. Five persons, two per cent of the sample, failed to respond to the item.

Marital Status

Students who are married or engaged comprise 54 per cent of the sample, 152/283; students who are neither married nor engaged, 42 per cent, 120/283. Four per cent of the sample, 11/283, did not indicate marital status.

Parenthood

Thirty-three per cent of the students in the sample, 93/283, report that they are parents; 64 per cent, 180/283, that they are not parents; and ten persons failed to respond to the item.

An interesting side-note is that three of the ten persons who did not indicate whether they are or are not parents are classified in this study as "restrictive," reflecting high stereopathic and low non-stereopathic measures of personality in combination with "traditional" educational attitudes. Since only 12 students in the sample of 283 are classified "restrictive," one-fourth of the persons in that group failed to indicate whether they are or are not parents. All 18 persons classified in this study as "permissive," reflecting low stereopathic and high non-stereopathic measures of personality in combination with "progressive" educational attitudes, responded to the item.

Age

Students in the age group 21 or younger comprise 35 per cent of the sample, 100/283; students age 22-34, 44 per cent, 123/283; and students age 35 or older, 17 per cent, 49/283. Four per cent of the sample, 11/283, did not respond to the item.

Employment Status

Twenty-eight per cent of the students in the sample, 78/283, are not employed, and 14 per cent, 39/283, work during vacation periods only. The two percentages combined indicate that 42 per cent of the students in the sample, 117/283, are free of employment responsibilities when classes are in session. Eighteen per cent of the students in the sample, 52/283, are employed 15 hours or less per week; 16 per cent, 46/283, are employed 16-30 hours per week; and 21 per cent, 60/283, are employed 31 hours or more per week. Eight persons, four per cent of the sample, did not indicate employment status.

Number of Brothers and/or Sisters

Students reporting "no brothers and/or sisters" comprise 15 per cent of the sample, 42/283; students with "one or two brothers and/or sisters," 55 per cent, 155/283; and students with "three or more brothers and/or sisters," 30 per cent, 84/283. Only two persons, less than one per cent of the sample, failed to respond to the item.

Religious Preference

Fifty per cent of the students in the sample, 143/283, indicate Protestant as their religious preference; 20 per cent, 56/283, Roman Catholic; and 12 per cent, 33/283, Jewish. Ten per cent of the sample, 29/283, have no preference, and eight per cent, 22/283, did not respond to the item or reported a choice not included above.

Parents' Education

Of the students in the sample, seven per cent, 19/283, report "father holds graduate degree," while two persons, less than one per cent of the sample, report "mother holds graduate degree."

Students reporting "graduate study but no graduate degree" or "holds bachelor's degree" comprise five per cent of the sample, 15/283, for father's education, and six per cent, 17/283, for mother's education.

Students reporting college or other post-high school education, but "no degree," comprise 22 per cent of the sample, 61/283, for father's education, and 17 per cent, 49/283, for mother's education.

Seventeen per cent of the sample, 49/283, indicate father is "graduate of grade 12," while 32 per cent, 90/293, indicate mother is "graduate of grade 12."

Forty-four per cent of the sample, 126/283, report less than graduate of grade 12 for father's education. Thirty-nine per cent, 111/283, report that mother did not graduate from grade 12.

Five per cent of the students in the sample did not respond to these items.

The "Average" Student

The "average" (modal) student in the sample of the study is a Junior II woman, who has attended college(s) other than Wayne. She is married or engaged to be married, but is not a parent. Her age is 22-34 years. She is enrolled in an elementary education curriculum, has had no student teaching assignment yet, and has an honor point average of 2.50-2.74. She is employed 15 hours or less per week. She is Protestant, and has one brother or sister. Her father attended school after grade 8, but

did not graduate from grade 12. Her mother is a graduate of grade 12.

Student Preferences Regarding the Campus

Preferences reported below are statements from Schedule III of this study, selected as "preferred" by at least 66 per cent of the students in the sample and/or at least one of the personal data groups included in the analysis.

The personal characteristics of students who support a preference "most" strongly or "least" strongly were determined by "inspection" of data. Whenever the percentage of students in one of the personal data groups, selecting a particular statement in Schedule III as "preferred," is ten or more per cent different from the percentage of students in the sample who select the same statement, the personal data group is reported as supporting the preference "most" strongly or "least" strongly. Since the personal data groups vary in size, comparisons between or among percentages should be made with caution. The number of students in each personal data group is reported in the preceding discussion and also in Appendices C-M.

Findings summarized below are reported more fully in Tables 1-11, and in complete detail in Appendices C-M. Numbers in parentheses in the following discussion refer to the number by which the "preference," a statement from Schedule III of this study, is listed in Tables 1-11 and in Appendices C-M.

Social - Intellectual Aspects of Campus Environment

Eighty-four per cent of the students in the sample prefer a campus environment in which "faculty sit with students in campus eating places" (10.1) to one in which "faculty do not sit with students" (10.2). Students with an honor point average of 3.25 or higher, are two per cent

below the criteria of this study for supporting the preference "most" strongly. No group is higher. The preference is supported least strongly by students classified in this study as "restrictive," 58 per cent; those with an honor point average of 2.25 or lower 69 per cent; and those employed 31 hours or more per week, 70 per cent. It seems quite clear that students like to have faculty join them in campus eating places, since the preference is indicated by more than half of the students in even the least supportive group.

Seventy-four per cent of the students in the sample prefer to come to the campus "for social, recreational, and/or cultural events" (12.1) rather than "for classes only" (12.2). Health and physical education majors support this preference most strongly, 93 per cent. Least support is provided by students classified in this study as "restrictive," 58 per cent, and by those classified Junior I, 61 per cent.

Seventy-four per cent of the students in the sample prefer to "attend" (16.1) rather than "not attend" (16.2) "a social affair (dance, picnic, or whatever) for College of Education students and their guests." Students most interested in such a social event are health and physical education majors, 93 per cent; students classified as "restrictive," 92 per cent; and men, 84 per cent. It should be noted that the "restrictive" students are among those least interested in coming to the campus for activities other than classes, but among the most interested when the activity is sponsored by the college in which they are enrolled. Students least interested in attending a social affair for College of Education students and their guests are those in secondary science/mathematics, 57 per cent, and those with an honor point average of 3.25 or higher, 58 per cent.

Sixty-eight per cent of the students in the sample prefer to "participate" (15.1) rather than "not to participate" (15.2) with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). Students most interested in such activities are health and physical education majors, 100 per cent; students classified Junior I, 82 per cent; and students assigned to the first student teaching contact, 80 per cent. Students least interested in informal physical recreation with fellow students are those with an honor point of 3.25 or higher, 46 per cent; students enrolled in secondary English/foreign language/speech, 49 per cent; and students enrolled in secondary science/mathematics, 52 per cent.

Seventy per cent of the students in the sample prefer to "be a member of one or more campus organizations" (13.1) rather than "not to be involved in campus organizations" (13.2). Students who support this preference most strongly are health and physical education majors, 86 per cent; students in the secondary social studies/core teaching curriculums, 80 per cent; students employed 15 hours or less per week, 83 per cent; and seniors, 80 per cent. Students least interested in membership in campus organizations are those classified in this study as "restrictive," 42 per cent; those with an honor point average of 3.25 or higher, 50 per cent; and those who are not employed, 60 per cent. It is interesting to note that high honor point students and students not employed, who could reasonably be expected to have more time, energy, and ability for club activities than students not in these two personal data groups, are clearly less interested in club membership than other students.

Sixty per cent of the students in the sample prefer to "hold"

(14.1) rather than "not to hold" (14.2) office in a campus organization related to curriculum or profession. Students who express the strongest interest in office-holding, 77 per cent, are those with an honor point average of 2.25 or lower. Also strongly supporting this preference, 71 per cent, are students in the "other" curriculum group, composed of art education, business education, family life education, industrial education, library education, music education, recreation leadership, and special education. Students least interested in serving as officers in a campus organization related to curriculum or profession are those classified Junior I, 43 per cent; those in secondary science/mathematics, 48 per cent; and those with an honor point of 3.25 or higher, 50 per cent. Students who are not employed are within one per cent of the criteria of this study for a group that provides "least" support for the preference.

Realistic faculty members, concerned with student organizations and activities will want to be guided in their work by the above "hard facts." There is clearly less interest among the high honor point students of the sample than among other students in mingling with fellow students outside of class, whether the occasion be a curriculum-related club, a college sponsored social event, or informal physical recreation.

Fifty-seven per cent of the students in the sample prefer a campus "that tends to perpetuate traditions, ceremonies, ways of doing things" (9.1) rather than one "that is continually changing" with "little opportunity for traditional patterns to develop" (9.2). Strongest support for this preference, 67 per cent, is provided by the "restrictive" group, and least support, 38 per cent, by students with an honor point average of 2.25 or lower.

At least 66 per cent of the prospective teachers in the sample of the study indicate the preferences summarized below regarding the social-intellectual aspects of campus environment. Students want to come to the campus for social, recreational, and/or cultural events in addition to classes. They want to belong to campus clubs, participate in informal physical recreation with fellow prospective teachers, and attend social events sponsored for College of Education students and their guests. Students would include the faculty in their free time activities. Eighty-four per cent of the students in the sample like to have faculty sit with students in campus eating places.

Facilities

Seventy-two per cent of the students in the sample indicate that "aesthetic design and maintenance of the University campus is very important" (1.1) rather than "relatively unimportant" (1.2). Students in health and physical education, 86 per cent, and "restrictive" students, 83 per cent, support this preference most strongly. Students who provide least support are those in secondary science/mathematics, 57 per cent, and those with an honor point average of 2.25 or lower, 58 per cent.

Ninety-six per cent of the students in the sample prefer "movable" (6.1) to "non-movable" (6.2) furniture in University classrooms. It is interesting to note that all of the students in both the "permissive" and "restrictive" groups expressed preference for movable furniture. No group even approached the criteria of the study for providing "least" support for the preference.

Seventy-five per cent of the students in the sample take the position that "facilities for meetings of extra-curricular groups, meals

and snacks, recreation, lounging, etc., are essential parts of a University campus" (2.2) rather than that "classrooms, laboratories and libraries are the only really important parts of a University campus"

(2.1). The preference is supported most strongly by students in health and physical education, 93 per cent; students with an honor point average of 2.25 or lower, 88 per cent; and students employed 15 hours or less per week, 86 per cent. Students who are not employed provide least support, 65 per cent, for this preference, a most interesting fact since they are the students who could reasonably be expected to have most time for and interest in such facilities.

Sixty-seven per cent of the students in the sample indicate that they "are" (3.1) rather than "are not" (3.2) "easily distracted by poor conditions of light, temperature, humidity, noise." Students age 21 or younger are one per cent below the criteria of this study for providing "most" support for the statement, a surprising finding. Younger persons are ordinarily thought to be less easily disturbed by physical surroundings than older persons, but for this sample, the findings are reversed. Persons age 35 or older are among those who provide least support for the statement, 49 per cent, while 76 per cent of the students age 21 or younger indicate that they are easily distracted by their surroundings. Perhaps persons who prepare for a teaching career at age 35 or older are a particularly hardy group who have learned to shut out distractions. It is interesting to note also that only 46 per cent of the students in the lowest, 2.25 or lower, and also in the highest, 3.25 or higher, honor point groups indicate that they are easily distracted. Other groups in the sample, providing least support for the statement, are secondary science/mathematics, 48 per cent, and "permissive," 50

per cent.

The preferences of at least 66 per cent of the students in the sample of the study regarding campus facilities indicate that these prospective teachers consider the aesthetic design and maintenance of the University campus to be very important. Also, they consider it an important University function to provide facilities for meetings of extra-curricular groups, meals and snacks, recreation, and lounging. Further, the facilities should meet high standards of environmental engineering since two-thirds of the students say they are easily distracted by poor conditions of light, temperature, humidity, and noise.

Class Scheduling

Sixty-two per cent of the students in the sample prefer to have classes meet in rooms located "in various parts of the campus" (4.2) rather than having all classes "in the same or a nearby room" (4.1). This preference is supported most strongly, 81 per cent, by students in secondary science/mathematics. Students least in favor of going to various parts of the campus for classes are "restrictive," 42 per cent; students assigned to the first student teaching contact, 46 per cent; and students who are not employed, 49 per cent.

Sixty-one per cent of the students in the sample prefer "bells to signal the end of the class period" (5.1) to "classes begin and end without bells" (5.2). The preference for bells is supported most strongly, 82 per cent, by students classified Junior I, and 72 per cent, by students who have attended no college other than Wayne. The preference is supported least strongly by students with an honor point average of 2.25 or lower, 46 per cent, and surprisingly, by the "restrictive" group, 50 per cent.

Fifty-nine per cent of the students in the sample prefer the "current pattern of classes during the 15 week semester" (11.1) rather than an alternate pattern in which "classes meet during ten weeks of the semester with five weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects" (11.2). Strongest support for the preference is provided by students in the "restrictive" group, 83 per cent, and by health and physical education majors, 71 per cent. Students least supportive of the current pattern of classes are students in the "permissive" group, 39 per cent; those with an honor point of 2.25 or lower, 46 per cent; and those in secondary social studies/core teaching, 49 per cent. Apparently students in secondary social studies/core teaching are more favorably disposed toward experimenting with instructional methods that involve extensive independent or small-group projects than students in any of the other curriculum groups included in the analysis.

Rules and Regulations

Fifty-six per cent of the students in the sample prefer a University library in which "no talking" rules are enforced by the staff" (8.1) to one in which "the staff does not supervise the behavior of those who come into the library" (8.2). This preference is supported most strongly, 67 per cent, by students who are employed, both those who work 15 hours or less per week and those who work 31 hours or more per week. Students least in favor of staff supervision of student behavior in the library are health and physical education majors, 29 per cent; students with an honor point average of 3.25 or higher, 38 per cent; and students assigned to the first, second, or third student teaching contact, 45 per cent.

Forty-five per cent of the students in the sample prefer "classes in which smoking is not permitted" (7.2) while 55 per cent prefer "classes in which smoking is permitted" (7.1). All but one person in the "restrictive" group, 92 per cent, oppose smoking in classes while 39 per cent of the "permissive" group oppose it. Fifty-eight per cent of the students with an honor point of 3.25 or higher oppose smoking in classes while 38 per cent of students with an honor point of 2.25 or lower oppose it. However, neither the "permissive" group nor the low honor point group, according to the criteria of this study, are considered different from the response of the sample as a whole. Students in secondary science/mathematics, 62 per cent, and students age 35 or older, 57 per cent, along with the "restrictive" group and the high honor point group are "most" opposed to smoking in classes.

TABLE 1

RESPONSES TO SCHEDULE III -- (PREFERENCES)
TOTAL GROUP

The Campus

Preference	Per cent Selecting the Statement ¹
1.1 Aesthetic design and maintenance of the University campus is very important.	72.1
2 Appearance of the University campus is relatively unimportant.	27.9
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.	24.7
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc., are essential parts of a University campus.	75.3
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.	67.1
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.	32.5
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.	36.7
2 I like to have classes meet in rooms located in various parts of the campus.	62.5
5.1 Bells to signal the end of the class period.	61.1
2 Classes begin and end without bells.	38.9
6.1 Movable furniture in university classrooms.	96.5
2 Non-movable furniture in university classrooms.	3.2
7.1 Classes in which smoking is permitted.	55.1
2 Classes in which smoking is not permitted.	44.5
8.1 A university library in which "no talking" rules are enforced by the staff.	56.2
2 A university library in which the staff does not supervise the behavior of those who come into the library.	43.5

TABLE 1--Continued

Preference	Per cent Selecting the Statement ¹
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.	56.9
2 A campus that is continually changing--little opportunity for traditional patterns to develop.	42.0
10.1 Faculty sit with students in campus eating places.	83.7
2 Faculty do not sit with students in campus eating places.	16.3
11.1 Current pattern of classes during 15-week semester.	58.7
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.	40.6
12.1 Come to campus for social, recreational, and/or cultural events.	74.2
2 Come to campus for classes only.	25.4
13.1 Be a member of one or more campus organizations.	70.0
2 Prefer not to be involved in campus organizations.	29.7
14.1 Hold office in a campus organization related to curriculum or profession.	59.7
2 Prefer not to hold office in a campus organization related to curriculum or profession.	39.9
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever).	67.5
2 Prefer not to participate with other College of Education students in informal physical recreation.	32.2
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests.	73.9
2 Prefer not to attend a social affair for College of Education students and their guests.	25.8

¹All frequencies and "no response" per cents reported in Appendix M.

TABLE 2

PREFERENCES REGARDING THE CAMPUS
BY CURRICULUM

Preference ¹	Per cent Selecting the Statement						
	Total Group	Secondary Social Studies, Core Teaching	Secondary English, Foreign Language, Speech	Secondary Science, Mathematics	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.	Other Curriculums in the College of Education	Health and Physical Education
1.1	72.1	65.7	64.4	57.1	78.4	73.8	85.7
2.2*	75.3	65.7	80.0	66.7	79.5	71.2	92.9
3.1	67.1	68.6	57.8	47.6	71.6	71.2	71.4
4.2	62.5	65.7	55.6	81.0	58.0	65.0	64.3
5.1	61.1	54.3	57.8	61.9	64.8	62.5	57.1
6.1***	96.5	100.0	95.6	95.2	96.6	96.2	92.9
7.2	44.5	40.0	35.6	61.9	45.5	46.2	42.9
8.1	56.2	62.9	51.1	61.9	51.1	65.0	28.6
8.2	43.5	37.1	46.7	38.1	48.9	35.0	71.4
9.1	56.9	60.0	55.6	52.4	58.0	57.6	50.0
10.1**	83.7	88.6	82.2	81.0	85.2	81.2	85.7
11.1	58.7	48.6	55.6	66.7	63.6	55.0	71.4
12.1*	74.2	80.0	75.6	66.7	67.0	77.5	92.9
13.1	70.0	80.0	68.9	66.7	64.8	70.0	85.7
14.1	59.7	68.6	53.3	47.6	52.3	71.2	57.1
15.1	67.5	68.6	48.9	52.4	75.0	67.5	100.0
16.1	73.9	74.3	73.3	57.1	73.9	75.0	92.9

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices C, D, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 3

PREFERENCES REGARDING THE CAMPUS
BY STUDENT TEACHING EXPERIENCE

Preference ¹	Per cent Selecting the Statement			
	Total Group	No Assign- ment Yet	First Contact This Semester	Second or Third Contact This Semester
1.1*	72.1	68.3	77.1	77.5
2.2*	75.3	74.4	77.1	75.0
3.1*	67.1	67.1	68.6	67.5
4.2	62.5	65.9	45.7	62.5
5.1	61.1	61.6	65.7	52.5
6.1***	96.5	95.1	97.1	97.5
7.2	44.5	43.3	51.4	45.0
8.1	56.2	57.9	45.7	45.0
8.2	43.5	42.1	54.3	55.0
9.1	56.9	56.7	54.3	50.0
10.1**	83.7	84.1	91.4	87.5
11.1	58.7	62.2	57.1	50.0
12.1*	74.2	73.2	77.1	82.5
13.1*	70.0	68.9	71.4	75.0
14.1	59.7	56.7	65.7	57.5
15.1	67.5	65.9	80.0	65.0
16.1*	73.9	70.7	80.0	77.5

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices E and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 4
 PREFERENCES REGARDING THE CAMPUS
 BY STUDENT CLASSIFICATION

Preference ¹	Per cent Selecting the Statement			
	Total Group	Junior I	Senior I and II	Post-Degree
1.1*	72.1	71.4	76.2	69.3
2.2*	75.3	82.1	75.0	66.7
3.1	67.1	64.3	66.7	64.0
4.2	62.5	67.9	67.9	57.3
5.1	61.1	82.1	54.8	54.7
6.1***	96.5	92.9	97.6	98.7
7.2	44.5	39.3	39.3	53.3
8.1	56.2	53.6	53.6	58.7
8.2	43.5	46.4	46.4	40.0
9.1	56.9	57.1	59.5	62.7
10.1**	83.7	89.3	85.7	81.3
11.1	58.7	67.9	52.4	52.0
12.1	74.2	60.7	76.2	73.3
13.1	70.0	64.3	79.8	62.7
14.1	59.7	42.9	65.5	57.3
15.1	67.5	82.1	70.2	61.3
16.1*	73.9	75.0	79.8	74.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices F and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 5
PREFERENCES REGARDING THE CAMPUS
BY AGE

Preference ¹	Per cent Selecting the Statement			
	Total Group	Age 21 or Younger	Age 22-34	Age 35 or Older
1.1*	72.1	73.0	72.4	71.4
2.2*	75.3	82.0	71.5	71.4
3.1	67.1	76.0	69.1	49.0
4.2	62.5	65.0	60.2	59.2
5.1	61.1	66.0	56.9	59.2
6.1***	96.5	96.0	96.7	98.0
7.2	44.5	41.0	42.3	57.1
8.1	56.2	50.0	59.3	63.3
8.2	43.5	50.0	40.7	34.7
9.1	56.9	54.0	61.8	53.1
10.1**	83.7	91.0	84.6	77.6
11.1	58.7	63.0	52.0	57.1
12.1	74.2	82.0	69.9	65.3
13.1	70.0	77.0	67.5	63.3
14.1	59.7	61.0	59.3	59.2
15.1	67.5	67.0	69.9	61.2
16.1*	73.9	66.0	79.7	75.5

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices G and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 6

PREFERENCES REGARDING THE CAMPUS
BY MEN AND WOMEN STUDENTS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Men	Women
1.1*	72.1	71.8	73.2
2.2**	75.3	75.5	76.2
3.1	67.1	64.5	69.6
4.2	62.5	70.9	57.7
5.1	61.1	57.3	64.3
6.1***	96.5	96.4	96.4
7.2	44.5	44.5	45.8
8.1	56.2	60.0	54.2
8.2	43.5	39.1	45.8
9.1	56.9	50.0	60.7
10.1**	83.7	80.9	86.9
11.1	58.7	54.5	60.1
12.1*	74.2	74.5	73.8
13.1*	70.0	71.8	69.6
14.1	59.7	64.5	57.1
15.1*	67.5	71.8	65.5
16.1*	73.9	84.5	67.9

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices H and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 7
 PREFERENCES REGARDING THE CAMPUS
 BY MARITAL STATUS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Married or Engaged	Neither Married nor Engaged
1.1*	72.1	71.1	75.0
2.2*	75.3	69.7	83.3
3.1	67.1	63.2	74.2
4.2	62.5	57.9	70.0
5.1	61.1	61.8	60.8
6.1***	96.5	96.7	97.5
7.2	44.5	43.4	46.7
8.1	56.2	57.2	56.7
8.2	43.5	42.1	43.3
9.1	56.9	57.2	57.5
10.1**	83.7	82.2	87.5
11.1	58.7	55.3	62.5
12.1*	74.2	68.4	80.8
13.1	70.0	64.5	77.5
14.1	59.7	59.2	60.0
15.1	67.5	59.9	77.5
16.1*	73.9	73.7	75.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices I and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 8
 PREFERENCES REGARDING THE CAMPUS
 BY HONOR POINT

Preference ¹	Per cent Selecting the Statement			
	Total Group	2.25 or Lower	2.50-2.99	3.25 or Higher
1.1	72.1	57.7	77.0	73.1
2.2**	75.3	88.5	79.5	76.9
3.1	67.1	46.2	73.5	46.2
4.2	62.5	65.4	62.4	53.8
5.1	61.1	46.2	59.8	57.7
6.1***	96.5	96.2	96.6	92.3
7.2	44.5	38.5	39.3	57.7
8.1	56.2	61.5	47.8	38.5
8.2	43.5	38.5	51.3	61.5
9.1	56.9	38.5	58.1	61.5
10.1*	83.7	69.2	86.3	92.3
11.1	58.7	46.2	59.8	65.4
12.1*	74.2	80.8	70.1	69.2
13.1	70.0	69.2	70.1	50.0
14.1	59.7	76.9	59.8	50.0
15.1	67.5	73.1	70.9	46.2
16.1	73.9	76.9	76.9	57.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices J and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 9
 PREFERENCES REGARDING THE CAMPUS
 BY EMPLOYMENT

Preference ¹	Per cent Selecting the Statement			
	Total Group	Not Employed	Employed 15 Hrs. or Less per Week	Employed 31 Hrs. or More per Week
1.1*	72.1	69.2	73.1	73.3
2.2	75.3	65.4	86.5	71.7
3.1	67.1	64.1	69.2	63.3
4.2	62.5	48.7	63.5	65.0
5.1	61.1	61.5	61.5	56.7
6.1***	96.5	94.9	100.0	96.7
7.2	44.5	48.7	50.0	40.0
8.1	56.2	51.3	67.3	66.7
8.2	43.5	48.7	32.7	31.7
9.1	56.9	55.1	61.5	56.7
10.1*	83.7	88.5	82.7	70.0
11.1	58.7	59.0	59.6	55.0
12.1*	74.2	69.2	78.8	68.3
13.1	70.0	60.3	82.7	66.7
14.1	59.7	51.3	65.4	68.3
15.1	67.5	61.5	61.5	68.3
16.1*	73.9	74.4	71.2	73.3

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices K and M.

*Statement selected by at least 66% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 10
 PREFERENCES REGARDING THE CAMPUS
 BY COLLEGES ATTENDED

Preference ¹	Per cent Selecting the Statement		
	Total Group	Wayne Is Only College Ever Attended	Have Attended Colleges Other Than Wayne
1.1*	72.1	69.8	73.9
2.2*	75.3	79.3	72.7
3.1*	67.1	69.8	65.8
4.2	62.5	65.5	60.9
5.1	61.1	71.6	52.8
6.1***	96.5	97.4	95.7
7.2	44.5	41.4	48.4
8.1	56.2	54.3	57.1
8.2	43.5	45.7	42.2
9.1	56.9	51.7	60.2
10.1**	83.7	89.7	80.1
11.1	58.7	61.2	55.9
12.1*	74.2	78.4	72.0
13.1*	70.0	75.9	67.1
14.1	59.7	62.9	58.4
15.1	67.5	70.7	65.2
16.1*	73.9	75.0	73.9

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendices L and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 11
 PREFERENCES REGARDING THE CAMPUS
 BY PERSONALITY

Preference ¹	Per cent Selecting the Statement		
	Total Group	Permissive	Restrictive
1.1*	72.1	72.2	83.3
2.2*	75.3	72.2	83.3
3.1	67.1	50.0	58.3
4.2	62.5	66.7	41.7
5.1	61.1	55.6	50.0
6.1***	96.5	100.0	100.0
7.2	44.5	38.9	91.7
8.1	56.2	50.0	58.3
8.2	43.5	50.0	41.7
9.1	56.9	50.0	66.7
10.1	83.7	88.9	58.3
11.1	58.7	38.9	83.3
12.1	74.2	77.8	58.3
13.1	70.0	72.2	41.7
14.1	59.7	61.1	66.7
15.1	67.5	61.1	75.0
16.1*	73.9	72.2	91.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 1. Statements and complete data, summarized for this table, appear in Appendix A.

*Statement selected by at least 66% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

Student Preferences Regarding the Faculty

Preferences reported below are statements from Schedule III of this study, selected as "preferred" by at least 66 per cent of the students in the sample and/or at least one of the personal data groups included in the analysis.

The personal characteristics of students who support a preference "most" strongly or "least" strongly were determined by "inspection" of data. Whenever the percentage of students in one of the personal data groups, selecting a particular statement in Schedule III as "preferred," is ten or more per cent different from the percentage of students in the sample who select the same statement, the personal data group is reported as supporting the preference "most" strongly or "least strongly. Since the personal data groups vary in size, comparisons between or among percentages should be made with caution. The number of students in each personal data group is reported in the preceding discussion and also in Appendices C-M.

Findings summarized below are reported more fully in Tables 12-22, and in complete detail in Appendices C-M. Numbers in parentheses in the following discussion refer to the number by which the "preference," a statement from Schedule III of this study, is listed in Tables 12-22 and in Appendices C-M.

Eighty-five per cent of the students in the sample prefer faculty who are "interested in many facets of student life" (20.2) to faculty who are "relatively oblivious to what students say, do, and think" outside the classroom (20.1). This preference is most strongly supported by health and physical education majors, 100 per cent. No group in the analysis meets the study's criteria for "least" support of the preference.

Sixty-six per cent of the students in the sample prefer faculty who are "friendly with each student individually" (21.2) to those who have a "courteous, impersonal manner with students" (21.1). Students who support this preference most strongly are those classified Junior I, 82 per cent; health and physical education majors, 79 per cent; and "permissive" students, 78 per cent. Students employed 31 hours or more per week express the preference least strongly, 50 per cent.

The above two preferences combined with the preference of 84 per cent of the sample for a campus environment in which faculty sit with students in campus eating places, make it quite clear that the prospective teachers of the sample hope for professors who are genuinely interested in students as people, and who will take the initiative for establishing friendly relationships with students.

Sixty-seven per cent of the students in the sample prefer a faculty person who has a "reputation as an interesting teacher who grades fairly" (19.2) to one who has a "reputation for scholarly writing and research in his field" (19.1). Students supporting this preference most strongly are those majoring in secondary science/mathematics, 81 per cent, and health and physical education, 79 per cent; "restrictive" students, 83 per cent; and students age 35 or older, 80 per cent. "Permissive" students provide least support for the preference, 50 per cent.

Fifty-eight per cent of the students in the sample prefer "serious" (17.1) to "entertaining" (17.2) faculty. The preference is supported most strongly by "restrictive" students, 75 per cent; by students, with an honor point average of 3.25 or higher, 73 per cent; by students in secondary social studies/core teaching, 71 per cent; and by post-degree students, 67 per cent. Students expressing least preference for

serious rather than entertaining faculty are health and physical education majors, 29 per cent, and "permissive" students, 39 per cent. Ideally, faculty would be a pleasing combination of the two characteristics rather than exclusively one or the other. It is interesting to note that when students are forced to choose, certain groups within the sample respond strongly one way or the other, not in the 50-50 manner that characterizes the sample as a whole.

Fifty per cent of the students in the sample prefer faculty with "broad general interests" (18.2) to those with "highly specialized interests" (18.1). Students most in favor of faculty with broad general interests are those classified "permissive," 67 per cent; those assigned to the first student teaching contact, 69 per cent; those assigned to the second or third student teaching contact, 65 per cent; health and physical education majors, 64 per cent; and students in secondary social studies/core teaching, 60 per cent. Students who express least preference for faculty with broad general interests rather than highly specialized interests are those classified "restrictive," 33 per cent, and students in secondary English/foreign language/speech, 40 per cent. Again, ideally, faculty would be a balance of the two characteristics. This is one of the items on which the "permissive" and "restrictive" students in the sample hold differing viewpoints.

In summary, the findings presented above indicate that at least 66 per cent of the prospective teachers in the sample of the study express preference for interesting professors who grade fairly over faculty known for scholarly writing and research. Students prefer faculty persons who are interested in them as people, and who are sufficiently outgoing in personality to be friendly with each student individually. The shy, scholarly recluse is not for these students.

TABLE 12

RESPONSES TO SCHEDULE III -- (PREFERENCES)
TOTAL GROUP

The Faculty

Preference	Per cent Selecting the Statement ¹
17.1 Serious.	58.3
2 Entertaining.	38.2
18.1 Highly specialized interests.	48.8
2 Broad general interests.	50.2
19.1 Reputation for scholarly writing and research in his field.	32.2
2 Reputation as an interesting teacher who grades fairly.	67.1
20.1 Relatively oblivious to what students say, do, and think outside of his classroom.	15.2
2 Interested in many facets of student life.	84.8
21.1 Courteous, impersonal manner with students.	33.2
2 Friendly with each student individually.	65.7

¹All frequencies and "no response" per cents reported in Appendix M.

TABLE 13

PREFERENCES REGARDING THE FACULTY
BY CURRICULUM

Preference ¹	Per cent Selecting the Statement						
	Total Group	Secondary Social Studies, Core Teaching	Secondary English, Foreign Language, Speech	Secondary Science, Mathematics	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.	Other Curriculums in the College of Education	Health and Physical Education
17.1	58.3	71.4	53.3	61.9	55.7	62.5	28.6
17.2	38.2	22.9	42.2	38.1	40.9	33.7	71.4
18.1	48.8	40.0	57.8	47.6	50.0	48.8	35.7
18.2	50.2	60.0	40.0	52.4	48.9	50.0	64.3
19.2	67.1	65.7	57.8	81.0	73.9	60.0	78.6
20.2**	84.8	80.0	88.9	81.0	79.5	88.8	100.0
21.2	65.7	68.6	62.2	61.9	67.0	63.8	78.6

¹ Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 12. Statements and complete data, summarized for this table, appear in Appendices C, D, and M.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 14
 PREFERENCES REGARDING THE FACULTY
 BY STUDENT TEACHING EXPERIENCE

Preference ¹	Per cent Selecting the Statement			
	Total Group	No Assign- ment Yet	First Contact This Semester	Second or Third Contact This Semester
17.1	58.3	59.8	48.6	55.0
17.2	38.2	35.4	48.6	42.5
18.1	48.8	55.5	31.4	35.0
18.2	50.2	42.7	68.6	65.0
19.2*	67.1	68.3	71.4	67.5
20.2**	84.8	84.1	82.9	92.5
21.2	65.7	64.0	60.0	72.5

TABLE 15
 PREFERENCES REGARDING THE FACULTY
 BY STUDENT CLASSIFICATION

Preference ¹	Per cent Selecting the Statement			
	Total Group	Junior I	Senior I and II	Post-Degree
17.1	58.3	64.3	60.7	66.7
17.2	38.2	32.1	36.9	30.7
18.1	48.8	50.0	44.0	45.3
18.2	50.2	50.0	56.0	52.0
19.2	67.1	71.4	59.5	70.7
20.2**	84.8	85.7	83.3	81.3
21.2	65.7	82.1	60.7	61.3

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 12. Statements and complete data, summarized for this table, appear in Appendices E, F, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 16
 PREFERENCES REGARDING THE FACULTY
 BY AGE

Preference ¹	Per cent Selecting the Statement			
	Total Group	Age 21 or Younger	Age 22-34	Age 35 or Older
17.1	58.3	52.0	61.0	63.3
17.2	38.2	44.0	35.0	34.7
18.1	48.8	48.0	47.2	49.0
18.2	50.2	51.0	52.0	49.0
19.2	67.1	65.0	65.0	79.6
20.2**	84.8	87.0	79.7	91.8
21.2	65.7	71.0	62.6	65.3

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 12. Statements and complete data, summarized for this table, appear in Appendices G and M.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 17

PREFERENCES REGARDING THE FACULTY
BY MEN AND WOMEN STUDENTS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Men	Women
17.1	58.3	59.1	58.9
17.2	38.2	38.2	36.9
18.1	48.8	48.2	49.4
18.2	50.2	51.8	48.8
19.2*	67.1	65.5	67.3
20.2**	84.8	85.5	83.9
21.2	65.7	60.0	69.6

TABLE 18

PREFERENCES REGARDING THE FACULTY
BY MARITAL STATUS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Married or Engaged	Neither Married nor Engaged
17.1	58.3	61.2	55.8
17.2	38.2	33.6	42.5
18.1	48.8	48.7	46.7
18.2	50.2	50.0	52.5
19.2	67.1	71.1	62.5
20.2**	84.8	84.2	84.2
21.2	65.7	62.5	68.3

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 12. Statements and complete data, summarized for this table, appear in Appendices H, I, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 19
PREFERENCES REGARDING THE FACULTY
BY HONOR POINT

Preference ¹	Per cent Selecting the Statement			
	Total Group	2.25 or Lower	2.50-2.99	3.25 or Higher
17.1	58.3	50.0	59.0	73.1
17.2	38.2	42.3	36.7	23.1
18.1	48.8	50.0	49.6	42.3
18.2	50.2	50.0	49.6	53.8
19.2	67.1	73.1	59.8	73.1
20.2**	84.8	80.8	87.2	84.6
21.2	65.7	61.5	66.6	69.2

TABLE 20
PREFERENCES REGARDING THE FACULTY
BY EMPLOYMENT

Preference ¹	Per cent Selecting the Statement			
	Total Group	Not Employed	Employed 15 Hrs. or less Per Week	Employed 31 Hrs. or More Per Week
17.1	58.3	56.4	59.6	65.0
17.2	38.2	38.5	38.5	31.7
18.1	48.8	50.0	46.2	48.3
18.2	50.2	47.4	51.9	51.7
19.2*	67.1	71.8	73.1	75.0
20.2**	84.8	84.6	86.5	76.7
21.2	65.7	70.5	69.2	50.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 12. Statements and complete data, summarized for this table, appear in Appendices J, K, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 21

PREFERENCES REGARDING THE FACULTY
BY COLLEGES ATTENDED

Preference ¹	Per cent Selecting the Statement		
	Total Group	Wayne Is Only College Ever Attended	Have Attended Colleges Other Than Wayne
17.1	58.3	51.7	64.0
19.2	67.1	69.8	64.6
20.2**	84.8	86.2	83.9
21.2	65.7	72.4	60.9
17.2	38.2	45.7	31.7
18.1	48.8	43.1	52.8
18.2	50.2	55.2	46.6

TABLE 22

PREFERENCES REGARDING THE FACULTY
BY PERSONALITY

Preference ¹	Per cent Selecting the Statement		
	Total Group	Permissive	Restrictive
17.1	58.3	38.9	75.0
17.2	38.2	55.6	25.0
18.1	48.8	33.3	66.7
18.2	50.2	66.7	33.3
19.2	67.1	50.0	83.3
20.2**	84.8	88.9	83.3
21.2*	65.7	77.8	66.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 12. Statements and complete data, summarized for this table, appear in Appendices L and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

Student Preferences Regarding Classmates

Preferences reported below are statements from Schedule III of this study, selected as "preferred" by at least 66 per cent of the students in the sample and/or at least one of the personal data groups included in the analysis.

The personal characteristics of students who support a preference "most" strongly or "least" strongly were determined by "inspection" of data. Whenever the percentage of students in one of the personal data groups, selecting a particular statement in Schedule III as "preferred," is ten or more per cent different from the percentage of students in the sample who select the same statement, the personal data group is reported as supporting the preference "most" strongly or "least" strongly. Since the personal data groups vary in size, comparisons between or among percentages should be made with caution. The number of students in each personal data group is reported in the preceding discussion and also in Appendices C-M.

Findings summarized below are reported more fully in Tables 23-33, and in complete detail in Appendices C-M. Numbers in parentheses in the following discussion refer to the number by which the "preference," a statement from Schedule III of this study, is listed in Tables 23-33 and in Appendices C-M.

Eighty-eight per cent of the students in the sample prefer "classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc." (23.2) to classmates who are fairly much like themselves with regard to these factors (23.1). Students who support this preference most strongly are those classified Junior I and those classified "permissive." Every student in each of these two groups indicates preference for a highly cosmopolitan student

body. "Restrictive" students provide least support for the preference, 58 per cent.

Eighty-eight per cent of the students in the sample prefer that "students attend professional classes in street-wear type of clothing" (27.2) rather than in shorts, sweat shirts, tennis shoes, and other play clothes (27.1). No group in the analysis met the criteria of the study for "most" support of the preference. Students in secondary social studies/core teaching are least supportive, 77 per cent. Health and physical education majors, 79 per cent, are also among those least interested in street-wear type of clothing for professional classes, since that group is within one per cent of the criteria of the study.

Seventy-eight per cent of the students in the sample prefer classmates who seem to want to know them better (22.2) to those who are "courteous but impersonal" (22.1). Students who most prefer classmates who seem to want to know them better are those age 21 or younger, 89 per cent. Students least interested in having social-minded classmates are those classified "restrictive," 58 per cent, and those with an honor point average of 2.25 or lower, 65 per cent. Also, within one per cent of the criteria of the study for being least supportive of the preference are students age 22-34, 69 per cent, and students assigned to the first student teaching contact, 69 per cent.

Sixty-two per cent of the students in the sample prefer classmates who will help them with their studies if they are able (25.2) to "classmates who are rather highly competitive" (25.1). Students who provide most support for the preference are those assigned to the second or third student teaching contact, 78 per cent; those in elementary education curriculums, 77 per cent; seniors, 73 per cent; and "permissive"

students, 72 per cent. Students least interested in having classmates who will help them with their studies rather than provide competition are the "restrictive" students, 42 per cent; health and physical education majors, 43 per cent; secondary English/foreign language/speech, 47 per cent; secondary science/mathematics, 48 per cent; and men, 51 per cent. This is an item on which the "permissive" and "restrictive" students of the sample, as well as those of several curriculum groups within the sample, express clearly opposing preferences. Apparently, "restrictive" students and students preparing for secondary teaching are more competitive than "permissive" students and students preparing for elementary teaching. Apparently, also, students nearing the completion of their studies are less competitive than students in earlier stages of the program.

Sixty-seven per cent of the students in the sample prefer "classmates who are interested primarily in children and teaching" (26.1) rather than in their major subject (26.2). Students who support this preference most strongly are those assigned to the first student teaching contact, 83 per cent; students in elementary education curriculums, 82 per cent; students age 35 or older, 78 per cent; those with an honor point average of 2.25 or lower, 77 per cent; and those employed 31 hours or more per week, 77 per cent. Students in the secondary education curriculums are least supportive of the preference, ranging from secondary science/mathematics, 48 per cent, to secondary English/foreign language/speech, 56 per cent, and secondary social studies/core teaching, 57 per cent.

Sixty per cent of the students in the sample prefer "classmates who talk a great deal during free time about their courses or other in-

tellec-tual or professional topics" (24.1) to "classmates who talk mostly during free time about things other than their courses or other intellec-tual or professional topics" (24.2). Students who most prefer conversa-tion on intellec-tual topics are those classified "restrictive," 83 per cent, and those with an honor point average of 3.25 or higher, 73 per cent. Health and physical education majors express least support for the preference, 50 per cent.

Summarizing, at least 66 per cent of the prospective teachers in the sample of the study indicate preference for classmates who represent a wide cross-section of society with regard to socio-economic status, re-ligious preference, and age. They prefer classmates who attend profes-sional classes in street-wear type of clothing rather than shorts, sweat shirts, and other play clothes. Other preferences are for classmates who display some initiative in becoming acquainted, who will assist with studies when able to do so, and, who are interested primarily in children and teaching rather than subject matter.

TABLE 23

RESPONSES TO SCHEDULE III -- (PREFERENCES)
TOTAL GROUPClassmates

Preference	Per cent Selecting the Statement ¹
22.1 Classmates who are courteous but impersonal.	21.9
2 Classmates who seem to want to know me better.	78.1
23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.	12.0
2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.	88.0
24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.	60.1
2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.	39.6
25.1 Classmates who are rather highly competitive.	36.7
2 Classmates who would help me with my studies if they were able.	62.5
26.1 Classmates who are interested primarily in children and teaching.	67.5
2 Classmates who are interested primarily in their major subject.	30.7
27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.	11.0
2 Students attend professional classes in street- wear type of clothing.	88.7

¹All frequencies and "no response" per cents reported in Appendix
M.

TABLE 24
 PREFERENCES REGARDING CLASSMATES
 BY CURRICULUM

Preference ¹	Per cent Selecting the Statement						
	Total Group	Secondary Social Studies, Core Teaching	Secondary English, Foreign Language, Speech	Secondary Science, Mathematics	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.	Other Curriculums in the College of Education	Health and Physical Education
22.2*	78.1	85.7	75.6	76.2	77.3	78.7	71.4
23.2**	88.0	91.4	88.9	85.7	83.0	92.5	85.7
24.1	60.1	54.3	64.4	57.1	60.2	62.5	50.0
25.2	62.5	57.1	46.7	47.6	77.3	65.0	42.9
26.1	67.5	57.1	55.6	47.6	81.8	67.5	71.4
27.2**	88.7	77.1	84.4	90.5	92.0	93.7	78.6

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 23. Statements and complete data, summarized for this table, appear in Appendices C, D, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 25

PREFERENCES REGARDING CLASSMATES
BY STUDENT TEACHING EXPERIENCE

Preference ¹	Per cent Selecting the Statement			
	Total Group	No Assignment Yet	First Contact This Semester	Second or Third Contact This Semester
22.2*	78.1	81.1	68.6	77.5
23.2**	88.0	88.4	82.9	87.5
24.1	60.1	62.2	54.3	52.5
25.2	62.5	57.3	60.0	77.5
26.1	67.5	63.4	82.9	70.0
27.2**	88.7	88.4	88.6	85.0

TABLE 26

PREFERENCES REGARDING CLASSMATES
BY STUDENT CLASSIFICATION

Preference ¹	Per cent Selecting the Statement			
	Total Group	Juniors I	Senior I and II	Post-Degree
22.2**	78.1	82.1	78.6	74.7
23.2**	88.0	100.0	83.3	89.3
24.1	60.1	60.7	60.7	57.3
25.2	62.5	64.3	72.6	58.7
26.1	67.5	64.3	72.6	69.3
27.2**	88.7	89.3	90.5	90.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 23. Statements and complete data, summarized for this table, appear in Appendices E, F, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 27
 PREFERENCES REGARDING CLASSMATES
 BY AGE

Preference ¹	Per cent Selecting the Statement			
	Total Group	Age 21 or Younger	Age 22-34	Age 35 or Older
22.2*	78.1	89.0	69.1	79.6
23.2**	88.0	87.0	89.4	85.7
24.1	60.1	60.0	61.8	53.1
25.2	62.5	63.0	61.8	65.3
26.1	67.5	60.0	71.5	77.6
27.2**	88.7	83.0	91.5	95.9

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 23. Statements and complete data, summarized for this table, appear in Appendices G and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 28

PREFERENCES REGARDING CLASSMATES
BY MEN AND WOMEN STUDENTS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Men	Women
22.2**	78.1	76.4	80.4
23.2**	88.0	88.2	88.1
24.1	60.1	59.1	61.3
25.2	62.5	50.9	70.2
26.1*	67.5	66.4	69.6
27.2**	88.7	87.3	89.9

TABLE 29

PREFERENCES REGARDING CLASSMATES
BY MARITAL STATUS

	Per cent Selecting the Statement		
	Total Group	Married or Engaged	Neither Married nor Engaged
22.2**	78.1	77.0	79.2
23.2**	88.0	88.2	86.7
24.1	60.1	58.6	60.0
25.2	62.5	65.1	61.7
26.1	67.5	73.0	60.8
27.2**	88.7	92.8	85.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 23. Statements and complete data, summarized for this table, appear in Appendices H, I, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 30

PREFERENCES REGARDING CLASSMATES
BY HONOR POINT

Preference ¹	Per cent Selecting the Statement			
	Total Group	2.25 or Lower	2.50-2.99	3.25 or Higher
22.2	78.1	65.4	77.8	76.9
23.2**	88.0	88.5	90.6	84.6
24.1	60.1	53.8	61.5	73.1
25.2	62.5	69.2	61.5	69.2
26.1*	67.5	76.9	72.6	73.1
27.2**	88.7	80.8	85.5	92.3

TABLE 31

PREFERENCES REGARDING CLASSMATES
BY EMPLOYMENT

Preference ¹	Per cent Selecting the Statement			
	Total Group	Not Employed	Employed 15 Hrs. or Less Per Week	Employed 31 Hrs. or More Per Week
22.2*	78.1	75.6	80.8	71.7
23.2**	88.0	85.9	92.3	86.7
24.1	60.1	59.0	69.2	60.0
25.2	62.5	60.3	63.5	68.3
26.1	67.5	69.2	57.7	76.7
27.2**	88.7	85.9	92.3	95.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 23. Statements and complete data, summarized for this table, appear in Appendices J, K, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

TABLE 32

PREFERENCES REGARDING CLASSMATES
BY COLLEGES ATTENDED

Preference ¹	Per cent Selecting the Statement		
	Total Group	Wayne Is Only College Ever Attended	Have Attended Colleges Other Than Wayne
22.2**	78.1	83.6	75.2
23.2**	88.0	88.6	87.6
24.1	60.1	58.6	62.7
25.2	62.5	70.7	55.9
26.1*	67.5	67.2	68.3
27.2**	88.7	88.8	89.4

TABLE 33

PREFERENCES REGARDING CLASSMATES
BY PERSONALITY

Preference ¹	Per cent Selecting the Statement		
	Total Group	Permissive	Restrictive
22.2	78.1	72.2	58.3
23.2	88.0	100.0	58.3
24.1	60.1	66.7	83.3
25.2	62.5	72.2	41.7
26.1	67.5	61.1	75.0
27.2**	88.7	83.3	91.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 23. Statements and complete data, summarized for this table, appear in Appendices L, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

Student Preferences Regarding Teacher Education Curricular Experiences

Preferences reported below are statements from Schedule III of this study, selected as "preferred" by at least 66 per cent of the students in the sample and/or at least one of the personal data groups included in the analysis.

The personal characteristics of students who support a preference "most" strongly or "least" strongly were determined by "inspection" of data. Whenever the percentage of students in one of the personal data groups, selecting a particular statement in Schedule III as "preferred," is ten or more per cent different from the percentage of students in the sample who select the same statement, the personal data group is reported as supporting the preference "most" strongly or "least" strongly. Since the personal data groups vary in size, comparisons between or among percentages should be made with caution. The number of students in each personal data group is reported in the preceding discussion and also in Appendices C-M.

Findings summarized below are reported more fully in Tables 34-44, and in complete detail in Appendices C-M. Numbers in parentheses in the following discussion refer to the number by which the "preference," a statement from Schedule III of this study, is listed in Tables 34-44 and in Appendices C-M.

General Aspects of the Curriculum

Ninety-eight per cent of the students in the sample prefer a curriculum that is "really challenging, even if it does require a great deal of time and work" (32.1) to one that is "relatively easy, even if a little boring at times" (32.2). In eight of the groups included in the analysis, including both "permissive" and "restrictive," every student indi-

cated preference for a challenging curriculum, and no group met the criteria of the study for "least" support of the preference.

The overwhelming preference for a challenging curriculum is thought to reflect students' awareness of the "socially approved" response for this item almost as much as it reflects their own actual response. During the past five years U. S. mass communication has firmly established "first to put a man on the moon" and "surpass Russian education" as national goals, the accomplishment of which, it is said, requires improved education. In this climate, it is almost impossible for a college student to admit that he prefers an easy path. Student response to the next item is thought to present a more accurate picture of the students' position regarding excellence in education.

Sixty-two per cent of the students in the sample prefer a professional school that "makes rigorous demands upon its students but graduates excellent beginning teachers" (29.1) rather than one that "offers a comfortable program of preparation for teaching and graduates average or somewhat better than average teachers" (29.2). Students who support the preference for excellence most strongly are those with an honor point average of 3.25 or higher, 81 per cent, and students in secondary social studies/core teaching, 77 per cent. Those least willing to support rigorous demands for the sake of excellence are "restrictive" students, 33 per cent; health and physical education majors, 43 per cent; students age 35 or older, 45 per cent; and students with an honor point of 2.25 or lower, 46 per cent.

Eighty-seven per cent of the students in the sample prefer a teacher-education curriculum that "offers many electives" (30.2) to one that "offers few electives" (30.1). All of the students majoring in

health and physical education indicate preference for many electives as do, also, 98 per cent of the students assigned to a second or third contact. Students providing least support for the preference are those in secondary science/mathematics, 67 per cent; age 35 or older, 69 per cent; employed 31 hours or more per week, 73 per cent.

Sixty-nine per cent of the students in the sample prefer a program of preparation for teaching in which "most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty" (35.1) to one in which the student has "relatively limited contact with a relatively large number of College of Education faculty" (35.2). Students most in favor of extended close association with faculty are those classified "permissive," 94 per cent, and "restrictive," 83 per cent; those employed 15 hours or less per week, 83 per cent; and students classified Junior I, 79 per cent. Only 50 per cent of the health and physical education majors in the sample indicated preference for extended close association with College of Education faculty. It is thought that this group provided least support for the preference because they do not recognize faculty in the Division of Health and Physical Education as cooperating faculty in the College of Education. This technicality probably interfered with an accurate response to the item by health and physical education majors, who probably have no greater or lesser preference for extended close association with their faculty than the other students of the sample.

Sixty-five per cent of the students in the sample prefer that "at least three-fourths" (31.1) rather than "less than three-fourths" (31.2) of a student's total program of preparation for teaching be in

liberal arts. Students most supportive of the preference are those classified "permissive," 94 per cent; students in secondary social studies/core teaching, 83 per cent; and secondary English/foreign language/speech, 78 per cent. Students least in favor of the preference are health and physical education majors, 14 per cent, and students assigned to the first student teaching contact, 40 per cent.

Unfortunately, responses are not analyzed in such a way as to permit comparison of health and physical education with another teacher education curriculum, such as industrial education, that requires an extensive amount of work not classified as liberal arts. The relatively low level of interest in liberal arts indicated by students assigned to the first student teaching contact dramatizes the felt need of beginning teachers for knowledge, understanding, and skills of teaching as well as mastery of subject matter.

In summary, 98 per cent of the prospective teachers of the sample express preference for a "really challenging" curriculum. However, only 62 per cent favor a professional school that "makes rigorous demands upon its students" even when the school "graduates excellent beginning teachers." Sixty-five per cent of the students in the sample favor a teacher education curriculum in which liberal arts courses comprise at least three-fourths of the total program; eighty-seven per cent favor many electives, and 69 per cent want extended close association with a relatively small number of College of Education faculty.

Admission to a Teacher
Education Curriculum

Eighty-three per cent of the students in the sample prefer to "consult a counselor for assistance in selecting College of Education curriculum" (55.2) rather than "choose own College of Education curriculum"

(55.1). Students supporting the preference most strongly are those with an honor point average of 2.25 or lower, 96 per cent; "permissive" students, 94 per cent; and students age 35 or older, 94 per cent. Health and physical education majors indicate least need for assistance in selection of curriculum, 71 per cent.

Eighty-one per cent of the students in the sample prefer that the requirement for admission to a College of Education be "two years of college" (34.2) rather than a "bachelor's degree" (34.1). The preference is supported most strongly by health and physical education majors, 93 per cent. Post-degree students are least supportive of the two-year rather than four-year college requirement for admission to a College of Education, 57 per cent. Students in secondary science/mathematics, 67 per cent, and students classified "restrictive," 67 per cent, are also among those least in favor of the two-year requirement.

Sixty-five per cent of the students in the sample prefer a professional school that accepts and graduates "all prospective teachers who meet requirements" (28.2) rather than only "a limited number of the most highly qualified prospective teachers" (28.1). Students most in favor of entrance for all who meet requirements are those with an honor point average of 2.25 or lower, 92 per cent; age 35 or older, 80 per cent; "restrictive," 75 per cent. Students who provide least support for the preference are those with an honor point average of 3.25 or higher, 46 per cent, and secondary science/mathematics, 52 per cent.

To summarize, 81 per cent of the students in the sample favor a two-year rather than four-year college requirement for admission to a teacher education program. Sixty-five per cent of these prospective teachers would admit to a teacher education program all students who

meet requirements rather than only the most highly qualified, and 83 per cent want assistance from a counselor in selecting their College of Education curriculum.

Instruction: Emphases
and Scheduling

Eighty-nine per cent of the students in the sample prefer a course that "cuts across two or more separate disciplines--includes the thinking of various fields on a problem" (37.2) to a course "taught as a discipline separate from other fields of study" (37.1). Low honor point students support this preference most strongly. Every student in the sample with an honor point average of 2.25 or lower favors a multi-disciplinary approach. "Restrictive" students are least supportive of the preference, 75 per cent.

Eighty-nine per cent of the students in the sample prefer a "practical" (33.2) rather than "theoretical" (33.1) emphasis in the program of preparation for teaching. No group in the analysis met the criteria of the study for "most" support of the preference. Health and physical education majors indicate that they are the least supportive of a practical rather than theoretical emphasis in the program of preparation for teaching, 79 per cent.

Seventy-nine per cent of the students in the sample prefer that the professor be concerned primarily with a "broad overview" (42.1) rather than with "specific instances" (42.2). No group in the analysis met the criteria of the study for "most" support of the preference. Students least supportive of emphasis on the broad overview are "restrictive," 58 per cent; secondary science/mathematics, 62 per cent; health and physical education, 64 per cent; and honor point 3.25 or higher, 65 per cent.

The fact that the "restrictive" students of the sample are less supportive of a multi-disciplinary approach to teaching and of emphasis on the broad overview than any of the other groups included in the analysis seems to reflect greater need for order and specificity among "restrictive" students than among other students of the sample.

Sixty-eight per cent of the students in the sample prefer class sessions that last "one hour" (38.2) rather than "two or three hours" (38.1). Students who support the one hour preference most strongly are health and physical education majors, 100 per cent, and students assigned to their second or third student teaching contact, 82 per cent. Students least supportive of class sessions that last for only one hour rather than two or three hours are those age 35 or older, 37 per cent; secondary science/mathematics, 52 per cent; "permissive," 56 per cent; "restrictive," 58 per cent; and honor point 2.25 or lower, 58 per cent.

The most unexpected of these findings is the fact that every health and physical education major in the sample indicates preference for the one-hour class period. This preference appears to be wasteful of class time in view of the large number of classes in the physical education curriculum that require change of clothing. Since time is customarily allowed at the beginning and end of the instructional period for costume change, a 50 minute instructional period is reduced to 35-40 minutes, a very short time span for most types of college level instruction. Laboratory experiences in the sciences comprise another large segment of the physical education curriculum. In view of the material and equipment that must be set up and stored away at each class meeting, one-hour sessions seem impractical. Instruction time, again, would be cut to 35-40 minutes.

Fifty-three per cent of the students in the sample prefer to "attend" (39.1) rather than "not attend" (39.2) a summer session or part of a regular semester at an off-campus camp type of location. Students most in favor of classes in a camp setting are those in the secondary social studies/core teaching curriculums, 74 per cent, and students age 21 or younger, 68 per cent. Students least supportive of classes in a camp setting are those in the secondary English/foreign language/speech curriculums, 36 per cent, and those who have attended no college other than Wayne, 42 per cent.

In summary, at least two-thirds of the prospective teachers in the sample of the study would have their courses cut across two or more separate disciplines so as to include the thinking of various fields on a problem. They prefer that the emphasis be more practical than theoretical, that the concern be more with a broad overview than with specific instances, and that class sessions last only one hour rather than two or three hours.

Methods of Instruction

Sixty-one per cent of the students in the sample prefer that the "professor and students together" (54.2) rather than the "professor alone" (54.1) determine course objectives, content, procedures. "Restrictive" students support the preference most strongly, 83 per cent. Students least supportive are in secondary science/mathematics, 43 per cent; secondary social studies/core teaching, 46 per cent; employed 31 hours or more per week, 47 per cent; honor point 3.25 or higher, 50 per cent.

Seventy-six per cent of the students in the sample prefer courses in which the "class procedure is likely to vary from meeting to

meeting" (36.2) rather than "usually follow a routine procedure" (36.1). Students most in favor of variety are those classified "permissive," 94 per cent, and Junior I, 86 per cent. Students providing least support for the preference are "restrictive," 50 per cent; post-degree students, 65 per cent; and those age 35 or older, 65 per cent.

Sixty-two per cent of the students in the sample prefer a course that "proceeds independently of a textbook and/or other printed materials, which are regarded as supplementary and for individual study" (40.2) to one that "follows a textbook and/or other printed materials" (40.1). Students who support the preference most strongly are those assigned to the first student teaching contact, 77 per cent; those assigned to the second or third student teaching contact, 75 per cent; and "permissive" students, 72 per cent. Students least in favor of a course operating independently of a textbook or other printed materials are those classified "restrictive," 25 per cent; those employed 31 hours or more per week, 47 per cent; health and physical education majors, 50 per cent; and students age 35 or older, 51 per cent.

Sixty-five per cent of the students in the sample prefer to "visit in classrooms" (62.1) in order to observe the teaching and activities there rather than to observe "by means of a one-way vision screen and a speaker system" (62.2). Students assigned to the second or third student teaching contact support the preference most strongly, 75 per cent. Students least in favor of visiting classrooms are health and physical education majors, 50 per cent; those with an honor point average of 2.25 or lower, 54 per cent; and those age 35 or older, 55 per cent.

Sixty-seven per cent of the students in the sample prefer that the theoretical content of a course be taught by "specific field work as-

signments" (43.2) in addition to and rather than only "lecture, discussion, films, and readings" (43.1). Students with an honor point average of 2.25 or less support the preference most strongly, 81 per cent. Students least interested in field work assignments in connection with theory courses are those with an honor point of 3.25 or higher, 50 per cent; those employed 15 hours or less per week, 56 per cent; and those in secondary science/mathematics, 57 per cent. Apparently, low honor point students feel greater need than high honor point students to observe practical application of theoretical material taught in college classes.

Seventy-three per cent of the students in the sample prefer a "live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students" (51.2) rather than a "television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups" (51.1). Students most in favor of the live lecture method are "restrictive," 92 per cent; honor point average, 2.25 or lower, 88 per cent; Junior I, 86 per cent. Students with an honor point average of 3.25 or higher are the group least in favor of the live lecture, 62 per cent.

Fifty-three per cent of the students in the sample prefer that the professor lecture a "small" (41.2) rather than a "large" (41.1) part of the time. Students in secondary English/foreign language/speech support the preference most strongly, 69 per cent. No group included in the analysis met the criteria of the study for "least" support of the preference.

Sixty-nine per cent of the students in the sample prefer that class discussion time be used primarily for questions or problems posed "by students" (44.2) rather than "by the professor" (44.1). Students who

support the preference most strongly are those with an honor point average of 2.25 or less, 85 per cent, and those in secondary English/foreign language/speech, 78 per cent. Least in favor of student questioning are those with an honor point average of 3.25 or higher, 46 per cent, and those classified "restrictive," 50 per cent. Apparently, high honor point students and "restrictive" students would rather listen to the professor than to their classmates.

Forty-seven per cent of the students in the sample prefer a "discussion group of about 30 students and professor" (50.1) while 53 per cent prefer a "discussion group of about six students--professor visits among groups" (50.2). Students most in favor of the large discussion group are those with an honor point average of 3.25 or higher, 69 per cent, and those classified "restrictive," 67 per cent. Students least in favor of the large discussion group are those with an honor point average of 2.25 or lower, 35 per cent, and those in secondary social studies/core teaching, 37 per cent.

By way of summary, at least two-thirds of the prospective teachers in the sample prefer a live lecture in a large auditorium followed by discussion in a smaller group to a television lecture followed by discussion. Students prefer that discussion periods highlight students' questions rather than those of the professor. They like courses in which the class procedure is likely to vary from meeting to meeting, and in addition to other methods, they favor specific field work assignments as a means of mastering the theoretical content of courses. Sixty-five per cent of the students in the sample prefer to observe teaching and other activities in a classroom by means of a live visit rather than a one-way viewing screen and speaker system.

Projects, Assignments,
Independent Study

Sixty-two per cent of the students in the sample prefer a course in which the "student independently selects, plans and executes his own projects; professor provides guidance and consultation" (52.1) to one in which the "student completes projects assigned by the professor or chosen from the professor's list" (52.2). Students who most strongly prefer to select and plan their own projects are those in secondary social studies/core teaching, 83 per cent, and those classified "permissive," 78 per cent. Students who least prefer to select and plan their own projects are those classified "restrictive," 33 per cent, and those in elementary education curriculums, 51 per cent.

Students in secondary social studies/core teaching apparently feel quite confident of their ability to work independently. Professors should allow them maximum freedom. Students in elementary education curriculums apparently feel the need for considerably more direction than students in other curriculums. "Permissive" and "restrictive" students respond with the expected opposite choices on this item.

Fifty-five per cent of the students in the sample prefer to work on projects or assignments "with a small group of other students" (56.1) rather than "independently" (56.2). Students most in favor of group work are those in secondary science/mathematics, 71 per cent; health and physical education majors, 71 per cent; students classified Junior I, 71 per cent; and those with an honor point of 2.25 or lower, 65 per cent. Students least in favor of group work rather than independent work are "restrictive," 42 per cent; honor point average of 3.25 or higher, 42 per cent; employed 15 hours or less per week, 44 per cent; "permissive," 44 per cent.

Fifty-three per cent of the students in the sample prefer "frequent small assignments" (47.2) rather than "a few large-scale assignments" (47.1). Students who most support frequent small assignments are in secondary science/mathematics, 81 per cent; honor point average of 2.25 or lower, 81 per cent; Junior I, 75 per cent; "restrictive," 75 per cent; employed 31 hours or more per week, 67 per cent. Students least supportive of frequent small assignments are in secondary social studies/core teaching, 34 per cent, and classified "permissive," 39 per cent.

Sixty-one per cent of the students in the sample prefer to "use the library extensively in studying and in preparing assignments" (48.1) rather than "necessary material usually available in textbooks, study guides, distributed mimeo materials" (48.2). Students who support the preference most strongly are those with an honor point average of 3.25 or higher, 77 per cent, and those in secondary social studies/core teaching, 74 per cent. Students least interested in using the library are those in health and physical education, 36 per cent; those classified Junior I, 39 per cent; those in secondary science/mathematics, 43 per cent; and those employed 31 or more hours per week, 43 per cent. It is certainly a matter for concern to find teacher education curriculum groups so little interested in using the library as two of the groups reported above.

Sixty-four per cent of the students in the sample prefer to report their findings of the investigation of a problem "to the professor and their classmates in an oral report and class discussion" (49.2) rather than "in a written report turned in to the professor" (49.1). Students most in favor of oral reporting are those in secondary social studies/core teaching, 80 per cent, and those assigned to the first student

teaching contact, 74 per cent. Students least in favor of oral reporting are those employed 31 hours or more per week, 48 per cent; health and physical education majors, 50 per cent; students assigned to the second or third student teaching contact, 50 per cent; and students who are not employed, 53 per cent. The difference in attitude regarding oral reports between students assigned to the first student teaching contact and those assigned to later contacts is unexpected and cannot be accounted for from these data.

To summarize, none of the preferences regarding assignments, projects, or independent study were selected by more than 64 per cent of the prospective teachers in the sample, a rather weak consensus. However, 64 per cent did indicate preference for presenting an oral rather than a written report.

Student Teaching Experiences:
Assignment, Orientation, Supervision

Ninety-two per cent of the students in the sample prefer student teaching assignments in neighborhoods "both similar to and different from" their own (65.2) rather than only in neighborhoods "similar to" their own (65.1). Every student in health and physical education and every student assigned to the second or third student teaching contact indicates preference for assignments to a variety of residential areas. Students classified "restrictive," 83 per cent, are one per cent above the criteria of the study for "least" support of the preference.

Sixty-three per cent of the students in the sample prefer to have "student teaching half a day, classes on campus half a day" (66.2) rather than "student teaching all day" (66.1). Students who support the half-day experience most strongly are those in secondary science/mathematics, 90 per cent; secondary English/foreign language/speech, 73 per cent; and

those with an honor point average of 3.25 or higher, 73 per cent. "Restrictive" students provide least support, 50 per cent, for the half-day rather than whole day of student teaching.

Forty-nine per cent of the students in the sample prefer to have (63.1) a week of orientation in an off-campus camp setting in preparation for beginning student teaching while 50 per cent prefer not to do so (63.2). One per cent of the sample did not respond to the item. Students most strongly in support of a camp setting orientation to student teaching are those assigned to the first student teaching contact, 69 per cent; those classified "restrictive," 67 per cent; health and physical education majors, 64 per cent; and Junior I students, 64 per cent. Secondary English/foreign language/speech majors are least supportive of the preference, 29 per cent. In view of the fact that more than two-thirds of the students assigned to the first student teaching contact indicate preference for a camp setting orientation to student teaching, this would seem to be a procedure that merits important faculty consideration.

Forty-eight per cent of the students in the sample prefer to do "practice teaching with classmates" (64.1) before beginning student teaching with children while 52 per cent prefer "no practice teaching with classmates" (64.2). Students who support the preference most strongly are in secondary science/mathematics, 81 per cent, and health and physical education, 64 per cent; those classified "restrictive," 58 per cent; and men, 58 per cent. Students least interested in practice teaching with classmates before student teaching with children are those with an honor point average of 3.25 or higher. Students in elementary education curriculums, 39 per cent, and students classified "permissive," 39 per cent, are one per cent above the criteria of the study for providing

"least" support for the preference.

Sixty per cent of the students in the sample prefer a "different college supervisor with each contact" (71.2) rather than the "same college supervisor for more than one contact" (71.1). Students most in favor of different supervisors are those classified "restrictive," 75 per cent; those in elementary education curriculums, 72 per cent; and health and physical education majors, 71 per cent. Students in secondary science/mathematics provide least support for the preference, 48 per cent.

Fifty-three per cent of the students in the sample prefer that the "student teacher knows in advance" (68.1) the day on which the college supervisor is scheduled to visit the student teacher at his teaching contact rather than the college supervisor visits "without advance notice to the student teacher" (68.2). Students who most want to know in advance when to expect their supervisor's visit are those classified "restrictive," 83 per cent; seniors, 65 per cent; health and physical education majors, 64 per cent; and students assigned to the second or third student teaching contact, 62 per cent. Students who indicate least preference for advance notice are those with an honor point average of 2.25 or lower, 35 per cent; those with an honor point average of 3.25 or higher, 38 per cent; secondary science/mathematics, 38 per cent; and 43 per cent for post-degree and Junior I students, men, students in secondary social studies/core teaching, and students age 35 or older.

A general "rule of thumb" for college supervisors who wish to accommodate student teachers on this point is to routinely mention visiting plans to students assigned to the second or third student teaching contact, since 62 per cent of these students prefer advance notice in contrast to 49 per cent of those assigned to the first contact. Some stu-

dents feel no need for advance notice or perhaps even prefer not to receive it. Individual attention is required to please all students.

Sixty-four per cent of the students in the sample prefer that the college supervisor see the student teacher at his student teaching contact "about once every 3 weeks, 5-6 times during semester" (67.1) rather than "2 or 3 times during semester" (67.2). Students who support the preference most strongly are classified Junior I, 89 per cent, and secondary English/foreign language/speech, 78 per cent. Students least in favor of frequent visits by the college supervisor are those classified "restrictive," 42 per cent; those assigned to the second or third student teaching contact, 50 per cent; and those assigned to the first contact, 54 per cent. It is important to note here that Junior I students, who have not yet begun student teaching, think the supervisor should visit every two or three weeks. Students actually "on the job" are much less interested in frequent visits.

Sixty-eight per cent of the students in the sample prefer that the college supervisor visit the student teacher "in the classroom" (69.1) rather than "not come into classroom to visit student teacher, but observe student teacher in action by means of a one-way vision screen and a speaker system" (69.2). Strongest support for this preference is indicated by students actually engaged in student teaching. Eighty-nine per cent of the students in the sample assigned to the first student teaching contact express preference for the live visit as do, also, 80 per cent of those assigned to the second or third contact. Students who support the preference least strongly are in secondary social studies/core teaching, 57 per cent; secondary science/mathematics, 57 per cent; Junior I, 57 per cent; "restrictive," 58 per cent. Should the faculty wish to experiment with

supervision of student teachers by a means other than a live visit to the classroom, the data indicate that least resistance would probably come from students in the secondary curriculums listed above. Economical use of faculty time and energy may eventually require the supervision of student teachers by means of closed-circuit television or other means than the actual live visit of the college supervisor.

Sixty-nine per cent of the students in the sample prefer that the college supervisor confer with the student teacher "before leaving the contact school" (70.1) rather than the "student teacher visits the college supervisor's office at a later time for a conference regarding student teaching" (70.2). Students for whom an immediate conference is most important are those in secondary science/mathematics, 90 per cent, and those classified "restrictive," 83 per cent. No group included in the analysis meets the criteria of the study for providing "least" support for the preference.

Summarizing, at least two-thirds of the prospective teachers in the sample of the study indicate preference for student teaching assignments in neighborhoods that are both similar to and different from their own rather than only in those similar to their own. These students would rather have the college supervisor visit in the classroom while they are teaching than observe their teaching by means of a one-way viewing screen and speaker system; also they would rather confer with the college supervisor before he leaves the contact school than at a later time in the supervisor's office. Sixty-three per cent of the respondents prefer a half day of student teaching combined with a half day of classes on the campus to a whole day of student teaching.

Evaluation

Sixty-five per cent of the students in the sample prefer that the

"professor and students together" (58.2) rather than the "professor alone" (58.1) determine the evaluation procedure for a course. Students who support the preference most strongly are those classified Junior I, 75 per cent, and "restrictive," 75 per cent. Students least interested in participating with faculty to determine evaluation procedures are in secondary science/mathematics, 52 per cent, and secondary social studies/core teaching, 54 per cent; honor point average of 2.25 or less, 54 per cent; age 35 or older, 55 per cent.

Apparently, the prospective teachers of the sample are only moderately aware that determining appropriate evaluation procedures for their own work can be an important learning experience. Unfortunately, the only students who support the preference strongly are students who due to personality or student classification are likely to be overly anxious about grades. The preference expressed by these two groups is viewed as a means by which they hope, primarily, to relieve tension regarding grades rather than to participate in a valuable learning experience.

Sixty-two per cent of the students in the sample prefer that the "professor and student together evaluate work done in a course" (59.2) rather than "professor determines final grade" (59.1). Students majoring in secondary English/foreign language/speech support the preference most strongly, 73 per cent. Students least interested in evaluating their own work together with the professor are in secondary science/mathematics, 48 per cent; honor point 3.25 or higher, 50 per cent; and age 35 or older, 51 per cent.

Sixty per cent of the students in the sample prefer the "same course requirements for all students registered in a course" (53.1) rather than "course requirements tailored to the individual" (53.2). Stu-

dents in elementary education curriculums support this preference most strongly, 70 per cent. It is to be hoped that this group will be more flexible in their work with children than in their feelings about requirements in college classes. Students least supportive of the same requirements for all students are "restrictive," 42 per cent; health and physical education majors, 43 per cent; post-degree students, 48 per cent; secondary English/foreign language/speech, 49 per cent; and students assigned to the second or third student teaching contact, 50 per cent. It should be mentioned, also, that men, 51 per cent, are within one per cent of the criteria of the study for providing "least" support for the preference.

Ninety-three per cent of the students in the sample prefer to have a course graded "on tests and other work" (57.2) rather than graded "chiefly on tests" (57.1). Every student classified Junior I indicated preference for grades based on tests and other work rather than tests only. Least support for the preference was provided by students with an honor point average of 3.25 or higher, 81 per cent. In view of the great strength of this student preference, a most unusual course situation would be required in order to justify grading on tests alone.

Seventy-four per cent of the students in the sample prefer that "important consideration be given to effort, improvement, etc., in determining a grade" (60.2) rather than "grade based on objective quality of work completed" (60.1). Students who support the preference most strongly are health and physical education majors, 86 per cent, and students assigned to the second or third student teaching contact, 85 per cent. Students least supportive of college grades based on such

qualities as effort and improvement as well as the objective quality of work completed are post-degree students, 61 per cent; those with an honor point average of 3.25 or higher, 61 per cent; and secondary science/mathematics, 62 per cent.

Fifty-nine per cent of the students in the sample prefer "frequent tests" (46.1) rather than "few or no tests" (46.2). Students who most strongly support frequent tests are those classified "restrictive," 83 per cent, and those with an honor point average of 2.25 or lower, 73 per cent. In short, there are certain college students who express a real need for frequent checks on their academic progress. No group included in the analysis met the criteria of the study for providing "least" support for frequent tests.

Fifty per cent of the students in the sample prefer "objective-type tests" (45.1) rather than "essay-type tests" (45.2). The preference for objective-type tests is indicated most strongly by health and physical education majors, 93 per cent; students age 35 or older, 69 per cent; students classified "restrictive," 67 per cent; and students employed 31 hours or more per week, 63 per cent. Students least supportive of objective-type tests are those in secondary English/foreign language/speech, 33 per cent; secondary social studies/core teaching, 34 per cent; employed 15 hours or less per week, 35 per cent; and age 21 or younger, 40 per cent. It is interesting to note that characteristics such as curriculum, age, and amount of employment, but not honor point average, are identified with student preference for or against objective-type tests.

In summary, at least 65 per cent of the prospective teachers in the sample prefer that the professor and students together rather than

the professor alone determine the evaluation procedure for a course. They want final grades to be based on other work in addition to tests rather than only tests, and they want consideration for effort and improvement rather than a grade based only on the objective quality of the work completed. Fifty-nine per cent of these students want frequent tests; sixty per cent want the same course requirements for all students registered in a course; and 62 per cent want to evaluate their work with the professor rather than the professor alone determining the final grade.

TABLE 34

RESPONSES TO SCHEDULE III -- (PREFERENCES)
TOTAL GROUP

Professional Education Experiences

Preference	Per cent Selecting the Statement ¹
28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.	34.6
2 A professional school that accepts and graduates all prospective teachers who meet requirements.	65.4
29.1 A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.	61.8
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.	38.3
30.1 Teacher education curriculum that offers few electives.	12.7
2 Teacher education curriculum that offers many electives.	87.3
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.	64.7
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.	35.3
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.	97.9
2 A curriculum that is relatively easy, even if a little boring at times.	2.1
33.1 Theoretical emphasis in program of preparation for teaching.	9.9
2 Practical emphasis in program of preparation for teaching.	89.4
34.1 Bachelor's degree required for admission to a College of Education.	18.7
2 Two years of college required for admission to a College of Education.	80.6

TABLE 34--Continued

Preference	Per cent Selecting the Statement ¹
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.	68.6
2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.	30.4
36.1 Courses in which class meetings usually follow a routine procedure.	24.0
2 Courses in which class procedure is likely to vary from meeting to meeting.	75.6
37.1 Course taught as a discipline separate from other fields of study.	10.2
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.	89.0
38.1 Class sessions that last for 2 or 3 hours.	32.2
2 Class sessions that last for 1 hour.	67.5
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.	53.0
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.	45.6
40.1 Course follows text book and/or other printed materials.	38.2
2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.	61.5
41.1 Professor lectures a large part of the time.	45.6
2 Professor lectures a small part of the time.	53.0
42.1 Professor is concerned primarily with broad overview.	78.8
2 Professor is concerned primarily with specific instances.	20.5

TABLE 34--Continued

Preference	Per cent Selecting the Statement ¹
43.1 Theoretical content of a course taught by lecture, discussion, films and readings.	32.2
2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.	67.1
44.1 Class discussion time used primarily for questions or problems posed by professor.	31.4
2 Class discussion time used primarily for questions or problems posed by students.	68.6
45.1 Objective-type tests.	49.5
2 Essay-type tests.	49.1
46.1 Frequent tests.	58.7
2 Few or no tests.	41.0
47.1 A few large-scale assignments.	47.3
2 Frequent small assignments.	52.7
48.1 Use library extensively in studying and in preparing assignments.	60.8
2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.	38.9
49.1 Investigate a problem. Report findings in a written report turned in to professor.	35.7
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.	63.6
50.1 Discussion group of about 30 students and professor.	46.6
2 Discussion group of about 6 students--professor visits among groups.	53.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.	27.2
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.	72.8

TABLE 34--Continued

Preference	Per cent Selecting the Statement ¹
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.	62.5
2 Student completes projects assigned by professor or chosen from professor's list.	37.1
53.1 Same requirements for all students registered in a course.	60.1
2 Course requirements tailored to the individual student.	39.9
54.1 Professor determines course objectives, content, procedures, etc.	39.2
2 Professor and students together determine course objectives, content, procedures, etc.	60.8
55.1 Choose own College of Education curriculum.	17.0
2 Consult counselor for assistance in selecting College of Education curriculum.	83.0
56.1 Work on projects or assignments with a small group of other students.	55.1
2 Work independently on projects or assignments.	44.2
57.1 Course graded chiefly on tests.	6.4
2 Course graded chiefly on tests and other work.	93.3
58.1 Professor determines evaluation procedure for course.	35.0
2 Professor and students together determine evaluation procedure for course.	65.0
59.1 Professor determines final grade.	38.5
2 Professor and student together evaluate work done in course.	61.5
60.1 Grade based on objective quality of work completed.	26.5
2 Important consideration given to effort, improvement, etc., in determining grade.	73.5
61.1 A variety of experiences with children before beginning student teaching.	51.2
2 Experience with children desirable but not necessary before beginning student teaching.	48.4

TABLE 34--Continued

Preference	Per cent Selecting the Statement ¹
62.1 Visit in classrooms in order to observe the teaching and activities there.	65.0
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.	34.6
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.	49.1
2 Prefer not to have orientation to student teaching in a camp setting.	50.5
64.1 Practice teaching with classmates before beginning student teaching in a school with children.	48.1
2 No practice teaching with classmates before beginning student teaching in a school with children.	51.6
65.1 Student teaching assignments only in neighborhoods similar to my own.	7.8
2 Student teaching assignments in neighborhoods both similar to and different from my own.	91.9
66.1 Student teaching all day.	36.7
2 Student teaching half a day, classes on campus half a day.	63.3
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).	64.0
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.	36.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.	52.7
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.	47.0
69.1 College supervisor visits student teacher in classroom.	68.2
2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.	31.8

TABLE 34—Continued

Preference	Per cent Selecting the Statement ¹
70.1 College supervisor confers with student teacher before leaving contact school.	68.9
2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.	30.7
71.1 Same college supervisor for more than one contact.	39.2
2 Different college supervisor with each contact.	60.1

¹All frequencies and "no response" per cents reported in Appendix M.

TABLE 35

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY CURRICULUM

Preference ¹	Per cent Selecting the Statement						
	Total Group	Secondary Social Studies, Core Teaching	Secondary English, Foreign Language, Speech	Secondary Science, Mathematics	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.	Other Curriculums in the College of Education	Health and Physical Education
28.2	65.4	74.3	57.8	52.4	65.9	67.5	71.4
29.1	61.8	77.1	64.4	61.9	58.0	61.2	42.9
29.2	38.2	22.9	35.6	38.1	42.0	38.8	57.1
30.2*	87.3	94.3	91.1	66.7	88.6	83.7	100.0
31.1	64.7	82.9	77.8	71.4	64.8	56.2	14.3
31.2	35.3	17.1	22.2	28.6	35.2	43.8	85.7
32.1***	97.9	100.0	95.6	100.0	97.7	98.8	92.9
33.2**	89.4	94.3	86.7	85.7	87.5	93.7	78.6
34.2*	80.6	77.1	80.0	66.7	79.5	85.0	92.9
35.1	68.6	71.4	68.9	61.9	72.7	67.4	50.0
36.2*	75.6	74.3	77.8	76.2	80.7	70.0	71.4
37.2**	89.0	88.6	91.1	90.5	87.5	88.8	92.9
38.2	67.5	60.0	68.9	52.4	75.0	60.0	100.0
39.1	53.0	74.3	35.6	57.1	52.3	53.7	50.0
40.1	38.2	31.4	42.2	28.6	38.9	37.5	50.0
40.2	61.5	68.6	57.8	71.4	60.2	61.3	50.0
41.2	53.0	48.6	68.9	47.6	45.5	53.7	64.3
42.1	78.8	82.9	77.8	61.9	81.8	81.2	64.3
43.2	67.1	68.6	73.3	57.1	68.2	65.0	64.3
44.2	68.7	62.9	77.8	66.7	71.6	62.5	71.4
45.1	49.5	34.3	33.3	57.1	47.7	57.6	92.9
46.1	58.7	51.4	55.6	52.4	63.6	58.8	64.3
47.2	52.7	34.3	53.3	81.0	60.2	45.0	50.0
48.1	60.8	74.3	62.2	42.9	61.4	62.5	35.7
49.2	63.6	80.0	68.9	61.9	55.7	65.0	50.0
50.1	46.6	37.1	37.8	52.4	53.4	46.2	50.0
51.2*	72.8	68.6	75.6	81.0	68.2	76.2	71.4

TABLE 35--Continued

Preference ¹	Per cent Selecting the Statement						
	Total Group	Secondary Social Studies, Core Teaching	Secondary English, Foreign Language, Speech	Secondary Science, Mathematics	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.	Other Curriculums in the College of Education	Health and Physical Education
52.1	62.5	82.9	64.4	66.7	51.1	65.0	57.1
52.2	37.1	17.1	33.3	33.3	48.9	35.0	42.9
53.1	60.1	68.6	48.9	61.9	70.5	53.8	42.9
54.2	60.8	45.7	66.7	42.9	69.3	58.8	64.3
55.2*	83.0	80.0	84.4	90.5	84.1	82.5	71.4
56.1	55.1	60.0	48.9	71.4	48.9	56.2	71.4
57.2**	93.3	85.7	91.1	85.7	95.5	97.5	92.9
58.2	65.0	54.3	68.9	52.4	63.6	71.2	71.4
59.2	61.5	57.1	73.3	47.6	61.4	61.2	57.1
60.2	73.5	68.6	71.1	61.9	71.6	80.0	85.7
62.1	65.0	62.9	62.2	66.7	64.8	70.0	50.0
63.1	49.1	54.3	28.9	57.1	53.4	48.8	64.3
63.2	50.5	45.7	71.1	42.9	45.5	51.2	35.7
64.1	48.1	51.4	44.4	81.0	38.6	47.5	64.3
65.2**	91.9	97.1	86.7	85.7	89.8	95.0	100.0
66.2	63.3	68.6	73.3	90.5	55.7	56.2	64.3
67.1	64.0	71.4	77.8	61.9	56.8	61.2	64.3
68.1	52.7	42.9	55.6	38.1	56.8	52.5	64.3
69.1	68.2	57.1	62.2	57.1	73.9	72.5	71.4
70.1	68.9	65.7	66.7	90.5	69.3	66.2	64.3
71.2	60.1	60.0	53.3	47.6	71.6	52.5	71.4

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices C, D, and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 36

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY STUDENT TEACHING EXPERIENCE

Preference ¹	Per cent Selecting the Statement			
	Total Group	No Assign- ment Yet	First Contact This Semester	Second or Third Contact This Semester
28.2	65.4	65.2	65.7	67.5
29.1	61.8	62.8	68.6	50.0
29.2	38.2	37.2	31.4	50.0
30.2**	87.3	84.8	94.3	97.5
31.1	64.7	67.7	40.0	72.5
31.2	35.3	32.3	60.0	27.5
32.1****	97.9	98.2	94.3	100.0
33.2**	89.4	89.6	91.4	92.5
34.2**	80.6	76.8	82.9	87.5
35.1	68.6	72.0	62.9	67.5
36.2*	75.6	76.8	74.3	85.0
37.2**	89.0	89.0	94.3	92.5
38.2	67.5	63.4	77.1	82.5
39.1	53.0	51.2	60.0	52.5
40.1	38.2	42.1	22.9	25.0
40.2	61.5	57.3	77.1	75.0
41.2	53.0	51.8	45.7	62.5
42.1**	78.8	77.4	77.1	82.5
43.2	67.1	68.3	71.4	65.0
44.2	68.6	68.9	62.9	72.5
45.1	49.5	46.3	51.4	55.0
46.1	58.7	58.5	57.1	60.0
47.2	52.7	53.0	54.3	52.5
48.1	60.8	61.0	62.9	65.0
49.2	63.6	65.2	74.3	50.0
50.1	46.6	49.4	42.9	47.5
51.2*	72.8	70.7	80.0	80.0
52.1	62.5	60.4	60.0	70.0
52.2	37.1	39.0	40.0	30.0
53.1	60.1	62.2	62.9	50.0
54.2	60.8	61.0	57.1	70.0
55.2**	83.0	83.5	82.9	85.0
56.1	55.1	54.3	62.9	52.5
57.2****	93.3	92.7	94.3	92.5
58.2	65.0	64.6	68.6	67.5
59.2	61.5	59.8	65.7	67.5
60.2*	73.5	72.6	68.6	85.0

TABLE 36--Continued

Preference ¹	Per cent Selecting the Statement			
	Total Group	No Assign- ment Yet	First Contact This Semester	Second or Third Contact This Semester
62.1	65.0	62.2	68.6	75.0
63.1	49.1	44.5	68.6	52.5
63.2	50.5	55.5	31.4	47.5
64.1	48.1	51.8	48.6	50.0
65.2**	91.9	89.0	97.1	100.0
66.2	63.3	70.1	54.3	65.0
67.1	64.0	72.0	54.3	50.0
68.1	52.7	46.3	48.6	62.5
69.1	68.2	63.4	88.6	80.0
70.1*	68.9	69.5	65.7	67.5

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices E and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 37

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY STUDENT CLASSIFICATION

Preference ¹	Per cent Selecting the Statement			
	Total Group	Junior I	Senior I and II	Post-Degree
28.2	65.4	60.7	64.3	69.3
29.1	61.8	71.4	56.0	65.3
29.2	38.2	28.6	44.0	34.7
30.2**	87.3	85.7	90.5	82.7
31.1	64.7	60.7	63.1	70.7
31.2	35.3	39.3	36.9	29.3
32.1***	97.9	100.0	97.6	98.7
33.2**	89.4	89.3	90.5	92.0
34.2	80.6	89.3	89.3	57.3
35.1*	68.6	78.6	66.7	73.3
36.2	75.6	85.7	78.6	65.3
37.2**	89.0	92.9	85.7	90.7
38.2	67.5	75.0	65.5	61.3
39.1	53.0	50.0	54.8	50.7
40.1	38.2	42.9	31.0	40.0
40.2	61.5	57.1	69.0	60.0
41.2	53.0	60.7	52.4	50.7
42.1**	78.8	75.0	81.0	82.7
43.2*	67.1	67.9	69.0	76.0
44.2	68.6	60.7	72.6	73.3
45.1	49.5	46.4	50.0	53.3
46.1	58.7	64.3	59.5	52.0
47.2	52.7	75.0	52.4	56.0
48.1	60.8	39.3	70.2	62.7
49.2	63.6	60.7	64.3	62.7
50.1	46.6	46.4	46.4	41.3
51.2*	72.8	85.7	71.4	73.3
52.1	62.5	57.1	71.4	68.0
52.2	37.1	42.9	28.6	32.0
53.1	60.1	67.9	63.1	48.0
54.2	60.8	60.7	66.7	56.0
55.2**	83.0	78.6	79.8	90.7
56.1	55.1	71.4	54.8	56.0
57.2***	93.3	100.0	94.0	93.3
58.2	65.0	75.0	70.2	60.0
59.2	61.5	64.3	65.5	56.0
60.2	73.5	75.0	82.1	61.3

TABLE 37--Continued

Preference ¹	Per cent Selecting the Statement			
	Total Group	Junior I	Senior I and II	Post-Degree
62.1	65.0	57.1	65.5	72.0
63.1	49.1	64.3	54.8	48.0
63.2	50.5	35.7	44.0	52.0
64.1	48.1	46.4	52.4	50.7
65.2***	91.9	96.4	95.2	92.0
66.2	63.3	71.4	59.5	66.7
67.1	64.0	89.3	54.8	69.3
68.1	52.7	42.9	65.5	42.7
69.1	68.2	57.1	67.9	69.3
70.1*	68.9	67.9	72.6	69.3
71.2	60.1	57.1	59.5	60.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices F and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 38

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY AGE

Preference ¹	Per cent Selecting the Statement			
	Total Group	Age 21 or Younger	Age 22-34	Age 35 or Older
28.2	65.4	56.0	67.5	79.6
29.1	61.8	71.0	60.2	44.9
29.2	38.2	29.0	39.8	55.1
30.2*	87.3	93.0	88.6	69.4
31.1	64.7	71.0	65.0	57.1
31.2	35.3	29.0	35.0	42.9
32.1***	97.9	97.0	97.6	100.0
33.2**	89.4	88.0	88.6	93.9
34.2*	80.6	90.0	74.8	73.5
35.1	68.6	64.0	69.1	77.6
36.2	75.6	84.0	74.0	65.3
37.2**	89.0	87.0	88.6	91.8
38.2	67.5	74.0	74.0	36.7
39.1	53.0	49.0	58.5	57.1
40.1	38.2	29.0	41.5	49.0
40.2	61.5	70.0	58.5	51.0
41.2	53.0	56.0	48.0	53.1
42.1**	78.8	75.0	80.5	81.6
43.2	67.1	62.0	70.7	73.5
44.2	68.6	68.0	74.0	63.3
45.1	49.5	40.0	44.7	69.4
46.1	58.7	62.0	58.5	51.0
47.2	52.7	50.0	52.0	61.2
48.1	60.8	60.0	64.2	53.1
49.2	63.6	67.0	62.6	65.3
50.1	46.6	54.0	43.1	44.9
51.2	72.8	81.0	70.7	65.3
52.1	62.5	60.0	67.5	55.1
52.2	37.1	39.0	32.5	44.9
53.1	60.1	68.0	56.1	55.1
54.2	60.8	64.0	56.9	59.2
55.2**	83.0	79.0	82.9	93.9
56.1	55.1	52.0	56.9	59.2
57.2***	93.3	91.0	92.7	98.0
58.2	65.0	73.0	61.0	55.1
59.2	61.5	69.0	60.2	51.0
60.2*	73.5	80.0	68.3	73.5
62.1	65.0	70.0	65.9	55.1

TABLE 38--Continued

Preference ¹	Per cent Selecting the Statement			
	Total Group	Age 21 or Younger	Age 22-34	Age 35 or Older
63.1	49.1	45.0	57.7	44.9
63.2	50.5	55.0	41.5	55.1
64.1	48.1	48.0	49.6	46.9
65.2**	91.9	89.0	91.9	95.9
66.2	63.3	61.0	61.8	67.3
67.1	64.0	69.0	63.4	59.2
68.1	52.7	54.0	56.1	42.9
69.1	68.2	68.0	71.5	65.3
70.1*	68.9	69.0	69.9	67.3
71.2	60.1	62.0	56.9	63.3

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices G and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 39

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY MEN AND WOMEN STUDENTS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Men	Women
28.2	65.4	68.2	64.3
29.1	61.8	60.9	61.9
29.2	38.2	39.1	38.1
30.2**	87.3	85.5	88.1
31.1	64.7	60.0	68.5
31.2	35.3	40.0	31.5
32.1***	97.9	98.2	97.6
33.2**	89.4	87.3	91.1
34.2**	80.6	80.0	81.0
35.1*	68.6	67.3	70.2
36.2*	75.6	74.5	76.2
37.2**	89.0	92.7	86.3
38.2*	67.5	65.5	67.9
39.1	53.0	56.4	51.2
40.1	38.2	39.1	36.9
40.2	61.5	60.9	62.5
41.2	53.0	58.2	48.8
42.1**	78.8	78.2	78.6
43.2*	67.1	69.1	66.7
44.2*	68.6	72.7	66.1
45.1	49.5	58.2	42.9
46.1	58.7	59.1	58.9
47.2	52.7	54.5	52.4
48.1	60.8	62.7	60.1
49.2	63.6	68.2	61.9
50.1	46.6	41.8	50.0
51.2*	72.8	72.7	72.6
52.1	62.5	66.4	60.1
52.2	37.1	33.6	39.3
53.1	60.1	50.9	66.1
54.2	60.8	55.5	63.7
55.2**	83.0	84.5	83.3
56.1	55.1	61.8	51.2
57.2***	93.3	91.8	94.6
58.2	65.0	57.3	69.6
59.2	61.5	53.6	67.3
60.2*	73.5	68.2	77.4

TABLE 39--Continued

Preference ¹	Per cent Selecting the Statement		
	Total Group	Men	Women
62.1	65.0	65.5	64.9
63.1	49.1	55.5	46.4
63.2	50.5	44.5	53.0
64.1	48.1	58.2	42.3
65.2***	91.9	94.5	90.5
66.2	63.3	67.3	60.7
67.1	64.0	65.5	63.7
68.1	52.7	42.7	58.3
69.1	68.2	64.5	70.8
70.1*	68.9	68.2	68.5
71.2	60.1	57.3	62.5

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices H and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 40

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY MARITAL STATUS

Preference ¹	Per cent Selecting the Statement		
	Total Group	Married or Engaged	Neither Married nor Engaged
28.2	65.4	70.4	62.5
29.1	61.8	59.2	63.3
29.2	38.2	40.8	36.7
30.2**	87.3	84.2	91.7
31.1	64.7	58.6	72.5
31.2	35.3	41.4	27.5
32.1***	97.9	98.7	96.7
33.2**	89.4	94.1	85.8
34.2*	80.6	73.7	90.0
35.1*	68.6	68.4	69.2
36.2**	75.6	75.7	76.7
37.2**	89.0	89.5	88.3
38.2	67.5	61.8	73.3
39.1	53.0	54.6	52.5
40.1	38.2	42.1	35.0
40.2	61.5	57.9	64.2
41.2	53.0	53.9	52.5
42.1**	78.8	80.3	77.5
43.2	67.1	74.3	57.5
44.2*	68.6	69.1	70.0
45.1	49.5	50.7	47.5
46.1	58.7	53.3	66.7
47.2	52.7	53.3	54.2
48.1	60.8	63.8	57.5
49.2	63.6	69.7	56.7
50.1	46.6	40.8	55.0
51.2*	72.8	69.7	77.5
52.1	62.5	62.5	64.2
52.2	37.1	37.5	35.0
53.1	60.1	57.9	61.7
54.2	60.8	62.5	59.2
55.2**	83.0	90.1	75.8
56.1	55.1	59.9	50.0
57.2***	93.3	94.1	91.7
58.2	65.0	65.8	65.8
59.2	61.5	60.5	64.2
60.2*	73.5	73.0	75.8

TABLE 40--Continued

Preference ¹	Per cent Selecting the Statement		
	Total Group	Married or Engaged	Neither Married nor Engaged
62.1	65.0	59.9	72.5
63.1	49.1	46.1	53.3
63.2	50.5	53.9	45.8
64.1	48.1	48.7	46.7
65.2***	91.9	92.1	90.8
66.2	63.3	64.5	63.3
67.1	64.0	62.5	65.0
68.1	52.7	52.0	55.0
69.1*	68.2	69.1	67.5
70.1*	68.9	69.1	66.7
71.2	60.1	59.9	60.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices I and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 41

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY HONOR POINT

Preference ¹	Per cent Selecting the Statement			
	Total Group	2.25 or Lower	2.50-2.99	3.25 or Higher
28.2	65.4	92.3	66.7	46.2
29.1	61.8	46.2	61.5	80.8
29.2	38.2	53.8	38.5	19.2
30.2**	87.3	92.3	87.2	84.6
31.1	64.7	65.4	63.2	73.1
31.2	35.3	34.6	36.8	26.9
32.1****	97.9	96.2	99.1	100.0
33.2**	89.4	84.6	90.6	92.3
34.2*	80.6	84.6	80.3	73.1
35.1	68.6	73.1	67.5	65.4
36.2*	75.6	84.6	75.2	73.1
37.2**	89.0	100.0	87.1	80.8
38.2	67.5	57.7	69.2	69.2
39.1	53.0	50.0	52.1	46.2
40.1	38.2	46.2	44.4	38.5
40.2	61.5	53.8	54.7	61.5
41.2	53.0	57.7	50.4	57.7
42.1	78.8	84.6	78.6	65.4
43.2	67.1	80.8	68.4	50.0
44.2	68.6	84.6	71.0	46.2
45.1	49.5	50.0	48.7	42.3
46.1	58.7	73.1	58.1	53.8
47.2	52.7	80.8	47.9	50.0
48.1	60.8	53.8	59.0	76.9
49.2	63.6	69.2	61.5	69.2
50.1	46.6	34.6	46.2	69.2
51.2	72.8	88.5	72.6	61.5
52.1	62.5	61.5	63.2	61.5
52.2	37.1	38.5	35.9	38.5
53.1	60.1	57.7	65.8	53.8
54.2	60.8	53.8	69.2	50.0
55.2**	83.0	96.2	83.8	80.8
56.1	55.1	65.4	59.8	42.3
57.2**	93.3	96.2	94.9	80.8
58.2	65.0	53.8	71.8	57.7
59.2	61.5	61.5	63.2	50.0
60.2	73.5	80.8	80.3	61.5

TABLE 41--Continued

Preference ¹	Per cent Selecting the Statement			
	Total Group	2.25 or Lower	2.50-2.99	3.25 or Higher
62.1	65.0	53.8	67.5	69.2
63.1	49.1	57.7	50.4	46.2
63.2	50.5	42.3	49.6	53.8
64.1	48.1	53.8	47.0	38.5
65.2**	91.9	84.6	94.0	92.3
66.2	63.3	69.2	59.8	73.1
67.1	64.0	61.5	61.5	65.4
68.1	52.7	34.6	58.1	38.5
69.1	68.2	61.5	75.2	65.4
70.1	68.9	61.5	70.0	76.9
71.2	60.1	53.8	59.0	65.4

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices J and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 42

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY EMPLOYMENT

Preference ¹	Per cent Selecting the Statement			
	Total Group	Not Employed	Employed 15 Hrs. or Less Per Week	Employed 31 Hrs. or More Per Week
28.2	65.4	66.7	71.2	73.3
29.1	61.8	64.1	57.7	50.0
29.2	38.2	35.9	42.3	50.0
30.2*	87.3	88.5	92.3	73.3
31.1	64.7	70.5	73.1	60.0
31.2	35.3	29.5	26.9	40.0
32.1***	97.9	98.7	98.1	96.7
33.2**	89.4	89.7	86.5	90.0
34.2*	80.6	71.8	88.5	81.7
35.1	68.6	65.4	82.7	68.3
36.2*	75.6	67.9	80.8	75.0
37.2**	89.0	92.3	90.4	86.7
38.2	67.5	64.1	71.2	60.0
39.1	53.0	51.3	48.1	60.0
40.1	38.2	35.9	42.3	53.3
40.2	61.5	64.1	57.7	46.7
41.2	53.0	46.2	59.6	55.0
42.1**	78.8	79.5	78.8	78.3
43.2	67.1	71.8	55.8	70.0
44.2	68.6	66.7	65.4	70.0
45.1	49.5	48.7	34.6	63.3
46.1	58.7	56.4	59.6	53.3
47.2	52.7	43.6	51.9	66.7
48.1	60.8	64.1	65.4	43.3
49.2	63.6	62.8	65.4	63.3
50.1	46.6	46.2	50.0	46.7
51.2*	72.8	71.8	76.9	68.3
52.1	62.5	62.8	59.6	55.0
52.2	37.1	37.2	40.4	45.0
53.1	60.1	65.4	63.5	56.7
54.2	60.8	62.8	61.5	46.7
55.2**	83.0	82.1	78.8	88.3
56.1	55.1	46.2	44.2	60.0
57.2***	93.3	92.3	94.2	93.3
58.2	65.0	61.5	67.3	56.7
59.2	61.5	53.8	63.5	55.0
60.2*	73.5	75.6	73.1	68.3

TABLE 42--Continued

Preference ¹	Per cent Selecting the Statement			
	Total Group	Not Employed	Employed 15 Hrs. or Less Per Week	Employed 31 Hrs. or More Per Week
62.1	65.0	61.5	65.4	58.3
63.1	49.1	43.6	44.2	50.0
63.2	50.5	56.4	53.8	50.0
64.1	48.1	39.7	57.7	48.3
65.2**	91.9	91.0	86.5	90.0
66.2	63.3	59.0	61.5	63.3
67.1	64.0	66.7	67.3	58.3
68.1	52.7	52.6	61.5	48.3
69.1	68.2	67.9	69.2	65.0
70.1	68.9	67.9	67.3	65.0
71.2	60.1	64.1	65.4	53.3

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices K and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 43

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY COLLEGES ATTENDED

Preference ¹	Per cent Selecting the Statement		
	Total Group	Wayne Is Only College Ever Attended	Have Attended Colleges Other Than Wayne
28.2	65.4	57.8	70.2
29.1	61.8	66.4	59.0
29.2	38.2	33.6	41.0
30.2**	87.3	91.4	84.5
31.1	64.7	63.8	65.8
31.2	35.3	36.2	34.2
32.1***	97.9	97.4	98.1
33.2**	89.4	91.4	88.2
34.2**	80.6	87.1	75.8
35.1*	68.6	69.0	69.6
36.2*	75.6	84.5	68.9
37.2**	89.0	92.2	86.3
38.2	67.5	70.7	64.6
39.1	53.0	42.2	60.2
40.1	38.2	33.6	40.4
40.2	61.5	66.4	59.0
41.2	53.0	61.2	47.2
42.1**	78.8	78.4	79.5
43.2	67.1	63.8	70.2
44.2*	68.6	69.8	67.7
45.1	49.5	49.1	48.4
46.1	58.7	59.5	59.0
47.2	52.7	52.6	53.4
48.1	60.8	69.0	56.5
49.2	63.6	62.9	65.8
50.1	46.6	43.1	49.7
51.2*	72.8	70.7	73.3
52.1	62.5	64.7	62.1
52.2	37.1	34.5	37.9
53.1	60.1	60.3	60.2
54.2	60.8	65.5	58.4
55.2**	83.0	81.0	85.7
56.1	55.1	53.4	55.3
57.2***	93.3	95.7	91.9
58.2	65.0	68.1	62.7
59.2	61.5	62.9	60.9
60.2*	73.5	78.4	68.9

TABLE 43--Continued

Preference ¹	Per cent Selecting the Statement		
	Total Group	Wayne Is Only College Ever Attended	Have Attended Colleges Other Than Wayne
62.1	65.0	62.1	67.1
63.1	49.1	44.0	52.8
63.2	50.5	55.2	47.2
64.1	48.1	45.7	50.3
65.2***	91.9	89.7	93.2
66.2	63.3	62.1	64.0
67.1	64.0	68.1	62.7
68.1	52.7	55.2	49.7
69.1*	68.2	66.4	69.6
70.1*	68.9	72.4	66.5
71.2	60.1	56.0	62.7

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendices L and M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

TABLE 44

PREFERENCES REGARDING PROFESSIONAL EDUCATION EXPERIENCES
BY PERSONALITY

Preference ¹	Per cent Selecting the Statement		
	Total Group	Permissive	Restrictive
28.2	65.4	66.7	75.0
29.1	61.8	55.6	33.3
29.2	38.2	44.4	66.7
30.2**	87.3	88.9	91.7
31.1	64.7	94.4	58.3
31.2	35.3	5.6	41.7
32.1***	97.9	100.0	100.0
33.2**	89.4	88.9	83.3
34.2*	80.6	83.3	66.7
35.1*	68.6	94.4	83.3
36.2	75.6	94.4	50.0
37.2**	89.0	83.3	75.0
38.2	67.5	55.6	58.3
39.1	53.0	61.1	58.3
40.1	38.2	22.2	75.0
40.2	61.5	72.2	25.0
41.2	53.0	50.0	50.0
42.1	78.8	77.8	58.3
43.2*	67.1	66.7	66.7
44.2	68.6	66.7	50.0
45.1	49.5	44.4	66.7
46.1	58.7	55.6	83.3
47.2	52.7	38.9	75.0
48.1	60.8	66.7	58.3
49.2	63.6	55.6	58.3
50.1	46.6	50.0	66.7
51.2*	72.8	77.8	91.7
52.1	62.5	77.8	33.3
52.2	37.1	16.7	66.7
53.1	60.1	55.6	41.7
54.2	60.8	55.6	83.3
55.2**	83.0	94.4	75.0
56.1	55.1	44.4	41.7
57.2**	93.3	88.9	91.7
58.2	65.0	72.2	75.0
59.2	61.5	61.1	58.3
60.2*	73.5	77.8	75.0

TABLE 44--Continued

Preference ¹	Per cent Selecting the Statement		
	Total Group	Permissive	Restrictive
62.1	65.0	61.1	66.7
63.1	49.1	44.4	66.7
63.2	50.5	55.6	33.3
64.1	48.1	38.9	58.3
65.2**	91.9	88.9	83.3
66.2	63.3	66.7	50.0
67.1	64.0	61.1	41.7
68.1	52.7	50.0	83.3
69.1	68.2	72.2	58.3
70.1*	68.9	72.2	83.3
71.2	60.1	55.6	75.0

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66% of the students in the Total Group and/or at least one of the other groups included in this analysis. Statements appear in Table 34. Statements and complete data, summarized for this table, appear in Appendix M.

*Statement selected by at least 66% of students in all groups reported in this table.

**Statement selected by at least 75% of students in all groups reported in this table.

***Statement selected by at least 90% of students in all groups reported in this table.

Representative - Dissimilar Students

The above analysis of student preferences in terms of selected personal characteristics of students leads to identification of personal data groups within the sample whose preferences regarding certain curricular and campus experiences are representative or non-representative of the preferences of the total sample.

Representative Students

Sixteen of the 29 personal data groups included in the analysis support at least 90 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample. The 16 personal data groups are:

- Men
- Women
- Married or engaged
- Neither married nor engaged
- Age 21 or younger
- Age 22-34
- Senior I and II
- Post-degree
- Honor point average of 2.50-2.99¹
- No student teaching assignment yet
- Elementary education curriculums
- "Other" curriculums²
- Not employed
- Employed 15 hours or less per week
- Have attended only Wayne
- Have attended college(s) other than Wayne

Eight of the 29 personal data groups included in the analysis support at least 75 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample. The eight personal data groups are:

¹Data are analyzed by three honor point groups: 2.25 or lower, 2.50-2.99, and 3.25 or higher.

²"Other" curriculums includes art education, business education, family life education, industrial education, library education, music education, recreation leadership, and special education.

Junior I¹
 Age 35 or older
 Assigned to first student teaching contact
 Assigned to second or third student teaching contact
 Secondary English/foreign language/speech
 Secondary social studies/core teaching
 Employed 31 hours or more per week
 "Permissive"

Dissimilar Students

Students less representative of the sample, who support 60-74 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample, are:

Honor point average of 2.25 or lower
 Honor point average of 3.25 or higher
 Secondary science/mathematics

Students whose preferences are clearly dissimilar from the preferences of the total sample are:

Health and physical education
 "Restrictive"

Health and physical education majors support 45 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as described above) that the preferences are supported by the total sample. Students classified "restrictive" support 37 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample.

The relationship of the preferences of students in these five personal data groups to the preferences of students in the total sample is summarized in Table 45 and in the discussion below.

¹Data are analyzed by three student classifications: Junior I, Senior I and II, and post-degree.

TABLE 45

REPRESENTATIVE - DISSIMILAR PREFERENCES
OF FIVE PERSONAL DATA GROUPS
WITHIN THE SAMPLE

Preference ¹	H.P.A. 2.25 or Lower	H.P.A. 3.25 or Higher	Sec. Sci- ence, Math.	Health and Phys. Educ.	Restrictive
1.1	L ²	-	L	H	H
2.2	H	-	-	H	-
3.1	L	L	L	-	-
4.2	-	-	H	-	L
5.1	L	-	-	-	L
7.2	-	H	H	-	H
8.1	-	L	-	L	-
8.2	-	H	-	H	-
9.1	L	-	-	-	H
10.1	L	H	-	-	L
11.1	L	-	-	H	H
12.1	-	-	-	H	L
13.1	-	L	-	H	L
14.1	H	L	L	-	-
15.1	-	L	L	H	-
16.1	-	L	L	H	H
17.1	-	H	-	L	H
17.2	-	L	-	H	L
18.2	-	-	-	H	L
19.2	-	-	H	H	-
20.2	-	-	-	H	-
21.2	-	-	-	H	-
22.2	L	-	-	-	L
23.2	-	-	-	-	L
24.1	-	H	-	L	H
25.2	-	-	L	L	L
26.1	H	-	L	-	-
27.2	-	-	-	L	-
28.2	H	L	L	-	H
29.1	L	H	-	L	L
30.2	-	-	L	H	-
31.1	-	-	-	L	-
31.2	-	-	-	H	-
33.2	-	-	-	L	-
34.2	-	-	L	H	L
35.1	-	-	-	L	H
36.2	-	-	-	-	L
37.2	H	-	-	-	L
38.2	L	-	H	H	L
40.1	-	-	-	H	H
40.2	-	-	-	L	L
42.1	-	L	L	L	L
43.2	H	L	L	-	-

TABLE 45--Continued

Preference ¹	H.P.A. 2.25 or Lower	H.P.A. 3.25 or Higher	Sec. Sci- ence, Math.	Health and Phys. Educ.	Restrictive
44.2	H	L	-	-	L
45.1	-	-	-	H	H
46.1	-	-	-	-	H
47.2	H	-	H	-	H
48.1	-	H	L	L	-
49.2	-	-	-	L	-
50.1	L	H	-	-	H
51.2	H	L	-	-	H
52.1	-	-	-	-	L
52.2	-	-	-	-	H
53.1	-	-	-	L	L
54.2	-	L	L	-	H
55.2	H	-	-	L	-
56.1	H	L	H	H	L
57.2	-	L	-	-	-
58.2	-	-	L	-	H
59.2	-	L	L	-	-
60.2	-	L	L	H	-
62.1	L	-	-	L	-
63.1	-	-	-	H	H
63.2	-	-	-	L	L
64.1	-	L	H	H	H
65.2	-	-	-	H	L
66.2	-	H	H	-	L
67.1	-	-	-	-	L
68.1	-	L	L	H	H
69.1	-	-	L	-	L
70.1	-	-	H	-	H
71.2	-	-	L	H	H

¹Numbers reported in the "Preference" column refer to statements selected as "preferred" by at least 66 per cent of the students in the sample and/or at least one of the 29 personal data groups included in the analysis. Statements and complete data, summarized for this table, appear in Appendices C, D, J and M.

²Key:

"L" = percentage of students in the personal data group who select the statement as "preferred" is ten or more per cent lower than the percentage of students in the total sample who indicate the same preference.

"-" = percentage of students in the personal data group who select the statement as "preferred" is representative of the percentage of students in the total sample who indicate the same preference.

"H" = percentage of students in the personal data group who select the statement as "preferred" is ten or more per cent higher than the percentage of students in the total sample who indicate the same preference.

Honor Point Average
2.25 or Lower

The percentage of low honor point students in the sample who support the preferences summarized below is at least ten per cent higher than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 8, 19, 30, and 41, and in complete detail in Appendices J and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 2.2 Facilities for extra-curricular activities are essential parts of the campus.
- 14.1 Hold office in a campus organization related to curriculum or profession.

Classmates

- 26.1 Classmates who are interested primarily in children and teaching.

Curricular experiences

- 28.2 A professional school that accepts and graduates all who meet requirements.
- 37.2 A course that cuts across disciplines.
- 43.2 Field work assignments in addition to other procedures for theoretical content of course.
- 44.2 Class discussion time for students' questions.
- 47.2 Frequent small assignments.
- 51.2 Live lectures.
- 55.2 Consult a counselor for assistance in selecting College of Education curriculum.
- 56.1 Work on projects or assignments with other students.

The percentage of students in the sample with an honor point average of 2.25 or lower who support the preferences summarized below is at least ten per cent lower than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 8, 19, 30, and 41, and in complete detail in Appendices J and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 1.1 Appearance of campus is very important.

- 3.1 I am easily distracted by environmental conditions.
- 5.1 Bells to signal class periods.
- 9.1 A campus that tends to perpetuate ways of doing things.
- 10.1 Faculty sit with students in campus eating places.
- 11.1 Maintain current pattern of classes.

Classmates

- 22.2 Classmates who seem to want to know me better.

Curricular experiences

- 29.1 A professional school that makes rigorous demands upon its students.
- 38.2 Class sessions that last for one hour.
- 50.1 Discussion group of about 30 students.
- 62.1 Observe classroom teaching by live visit.

The least expected of the findings summarized above is the inordinately high percentage of low honor point students who express interest in holding office in a campus organization related to curriculum or profession.

Among the least surprising of the findings are the inordinately low percentages of students with honor point averages of 2.25 or lower who prefer a professional school that makes rigorous demands upon its students and who prefer a campus environment in which faculty sit with students in campus eating places.

The preferences of low honor point students regarding curricular experiences indicate that more than an average number of them want aids to learning, such as frequent tests, field work assignments in addition to other methods for teaching the theoretical content of a course, work with other students on projects and assignments, and class time for students' questions. Of particular significance is the need expressed by 96 per cent of the low honor point students for assistance from a counselor in selecting their College of Education curriculum.

Honor Point Average

3.25 or Higher

The percentage of students in the sample with an honor point aver-

age of 3.25 or higher who support the preferences summarized below is at least ten per cent higher than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 8, 19, 30, and 41, and in complete detail in Appendices J and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 7.2 Classes in which smoking is not permitted.
- 8.2 Library staff does not supervise behavior.
- 10.1 Faculty sit with students in campus eating places.

The faculty

- 17.1 "Serious" faculty.

Classmates

- 24.1 Classmates who talk mostly about intellectual or professional topics.

Curricular experiences

- 29.1 A professional school that makes rigorous demands upon its students.
- 48.1 Use library extensively.
- 50.1 Discussion group of about 30 students.
- 66.2 Student teaching half a day, classes on campus half a day.

The percentage of high honor point students in the sample who support the preferences summarized below is at least ten per cent lower than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 8, 19, 30, and 41, and in complete detail in Appendices J and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 3.1 I am easily distracted by environmental conditions.
- 8.1 "No talking" rules enforced in University library.
- 13.1 Belong to one or more campus organizations.
- 14.1 Hold office in a campus organization related to curriculum or profession.
- 15.1 Participate with other College of Education students in informal physical recreation.
- 16.1 Attend a social affair for College of Education students and their guests.

The faculty

17.2 "Entertaining" faculty.

Curricular experiences

- 28.2 A professional school that accepts and graduates all who meet requirements.
- 42.1 Professor is concerned primarily with broad overview.
- 43.2 Field work assignments in addition to other procedures for theoretical content of course.
- 44.2 Class discussion time for students' questions.
- 51.2 Live lectures.
- 54.2 Professor and students together plan course.
- 56.1 Work on projects or assignments with other students.
- 57.2 Course graded on other work in addition to tests.
- 59.2 Professor and student together evaluates work done in course.
- 60.2 Consideration given in grading for effort and improvement.
- 64.1 Practice teaching with classmates in preparation for teaching children.
- 68.1 Student teacher knows in advance when college supervisor will visit to observe teaching.

The students of the sample with an honor point average of 3.25 or higher express a stronger than average preference for "serious" faculty and, apparently, are themselves a very serious group. They indicate a less than average interest in membership in campus organizations, holding office in a campus club related to curriculum or profession, participating in informal physical recreation with fellow students, or attending a social affair for College of Education students and their guests.

The high honor point students of the sample express a higher than average interest in having faculty sit with students in campus eating places and in having classmates who like to talk about intellectual or professional topics. They favor a professional school that makes rigorous demands upon its students, and they expect to use the library extensively in preparing assignments and projects. These prospective teachers indicate a less than average need for such supports as credit for effort and improvement, and knowing in advance when they will be visited at the student teaching contact by the college supervisor. Since

their preference for faculty and students working cooperatively on course planning and evaluation is lower than average, these high honor point students apparently do not view such procedures as worthwhile learning experiences.

The high honor point students of the sample are an interesting mixture of permissiveness and restrictiveness. They indicate a lower than average preference for enforcing "no talking" rules in the library and a higher than average preference for classes in which smoking is not permitted.

Secondary Science/Mathematics

The percentage of students in secondary science/mathematics in the sample who support the preferences summarized below is at least ten per cent higher than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 2, 13, 24, and 35, and in complete detail in Appendices C and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 4.2 Classes meet in various parts of the campus.
- 7.2 Classes in which smoking is not permitted.

The faculty

- 19.2 Interesting teacher who grades fairly.

Curricular experiences

- 38.2 Class sessions that last for one hour.
- 47.2 Frequent small assignments.
- 56.1 Work on projects or assignments with other students.
- 64.1 Practice teaching with classmates in preparation for teaching children.
- 66.2 Student teaching half a day, classes on campus half a day.
- 70.1 College supervisor confers with student teacher before leaving contact school.

The percentage of students in secondary science/mathematics in the sample who support the preferences summarized below is at least ten

per cent lower than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 2, 13, 24, and 35, and in complete detail in Appendices C and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 1.1 Appearance of campus is very important.
- 3.1 I am easily distracted by environmental conditions.
- 14.1 Hold office in a campus organization related to curriculum or profession.
- 15.1 Participate with other College of Education students in informal physical recreation.
- 16.1 Attend a social affair for College of Education students and their guests.

Classmates

- 25.2 Classmates who would assist me with my studies if they were able to do so.
- 26.1 Classmates who are interested primarily in children and teaching.

Curricular experiences

- 28.2 A professional school that accepts and graduates all who meet requirements.
- 30.2 Teacher education curriculum that offers many electives.
- 34.2 Two years of college required for admission to College of Education.
- 42.1 Professor is concerned primarily with broad overview.
- 43.2 Field work assignments in addition to other procedures for theoretical content of course.
- 48.1 Use library extensively.
- 54.2 Professor and students together plan course.
- 58.2 Professor and students together determine evaluation procedure for course.
- 59.2 Professor and student together evaluate work done in course.
- 60.2 Consideration given in grading for effort and improvement.
- 68.1 Student teacher knows in advance when college supervisor will visit to observe teaching.
- 69.1 College supervisor visits student teacher in classroom.
- 71.2 Different college supervisor with each contact.

The students of the sample majoring in secondary science/mathematics are a rather unsocial group. They indicate a lower than average preference for classmates who would help them with their studies if they were able, for attending a College of Education social affair, and for

participating in informal physical recreation with fellow prospective teachers. Their preference for cooperative faculty-student planning and evaluation of courses and work completed is lower than average.

The students in this group express a lower than average preference for using the library and for holding office in a campus organization related to curriculum or profession. Their preference is higher than average for classes that last for one hour rather than for two or three hours, and for interesting teachers who grade fairly rather than for faculty who have a reputation for scholarly writing and research.

The higher than average preference of these students for classes in which smoking is not permitted, for frequent small assignments, for practice teaching with classmates in preparation for teaching with children, and for a conference with the college supervisor before the supervisor leaves the contact school rather than at a later time suggest that these particular secondary science/mathematics students comprise a rather rigid and insecure group.

Health and Physical Education

The percentage of students in health and physical education in the sample who support the preferences summarized below is at least ten per cent higher than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 2, 13, 24, and 35, and in complete detail in Appendices D and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 1.1 Appearance of campus is very important.
- 2.2 Facilities for extra-curricular activities are essential parts of the campus.
- 8.2 Library staff does not supervise behavior.
- 11.1 Maintain current pattern of classes.

- 12.1 Come to campus for social, recreational, and/or cultural events.
- 13.1 Belong to one or more campus organizations.
- 15.1 Participate with other College of Education students in informal physical recreation.
- 16.1 Attend a social, affair for College of Education students and their guests.

The faculty

- 17.2 "Entertaining" faculty.
- 18.2 Faculty with broad general interests.
- 19.2 Interesting teacher who grades fairly.
- 20.2 Interested in many facets of student life.
- 21.2 Friendly with each student individually.

Curricular experiences

- 30.2 Teacher education curriculum that offers many electives.
- 31.2 Less than three-fourths of a student's total program of preparation for teaching in liberal arts.
- 34.2 Two years of college required for admission to College of Education.
- 38.2 Class sessions that last for one hour.
- 40.1 Course follows textbook and/or other printed materials.
- 45.1 Objective-type tests.
- 56.1 Work on projects or assignments with other students.
- 60.2 Consideration given in grading for effort and improvement.
- 63.1 Orientation for student teaching in an off-campus camp setting.
- 64.1 Practice teaching with classmates in preparation for teaching children.
- 65.2 Student teaching assignments in neighborhoods both similar to and different from my own.
- 68.1 Student teacher knows in advance when college supervisor will visit to observe teaching.
- 71.2 Different college supervisor with each contact.

The percentage of students in health and physical education in the sample who support the preferences summarized below is at least ten per cent lower than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 2, 13, 24, and 35, and in complete detail in Appendices D and M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 8.1 "No talking" rules enforced in University library.

The faculty

- 17.1 "Serious" faculty.

Classmates

- 24.1 Classmates who talk mostly about intellectual or professional topics.
- 25.2 Classmates who would assist me with my studies if they were able to do so.
- 27.2 Students attend classes in street-wear type of clothing.

Curricular experiences

- 29.1 A professional school that makes rigorous demands upon its students.
- 31.1 At least three-fourths of a student's total program of preparation for teaching in liberal arts.
- 33.2 Practical emphasis in program of preparation for teaching.
- 35.1 Extended class association with College of Education faculty.
- 40.2 Course proceeds independently of textbook and/or other printed materials.
- 42.1 Professor is concerned primarily with broad overview.
- 48.1 Use library extensively.
- 49.2 Present an oral report in class.
- 53.1 Same requirements for all students registered in a course.
- 55.2 Consult a counselor for assistance in selecting College of Education curriculum.
- 62.1 Observe classroom teaching by live visit.
- 63.2 Prefer not to have orientation to student teaching in a camp setting.

The preferences expressed by the health and physical education majors of the sample indicate that these students are among the most friendly, enthusiastic, and physically vigorous of the prospective teachers in the sample. Unfortunately, the many excellent qualities of students in this curriculum are combined with a lower than average preference for scholarly activities, such as using the library or even talking with classmates about intellectual or professional topics.

Preferences expressed by the several curriculum groups of the sample suggest that a closer association between students in health and physical education and those in other teacher education curriculums would be mutually beneficial. The zest for living of health and physical education majors and the scholarliness of students in some of the other curriculums are qualities that supplement and complement one another, and, hopefully, would be at least mildly contagious.

Restrictive

The percentage of "restrictive" students in the sample who support the preferences summarized below is at least ten per cent higher than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 11, 22, 33, and 44, and in complete detail in Appendix M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 1.1 Appearance of campus is very important.
- 7.2 Classes in which smoking is not permitted.
- 9.1 A campus that tends to perpetuate ways of doing things.
- 11.1 Maintain current pattern of classes.
- 16.1 Attend a social affair for College of Education students and their guests.

The faculty

- 17.1 "Serious" faculty.

Classmates

- 24.1 Classmates who talk mostly about intellectual or professional topics.

Curricular experiences

- 28.2 A professional school that accepts and graduates all who meet requirements.
- 35.1 Extended close association with College of Education faculty.
- 40.1 Course follows textbook and/or other printed materials.
- 45.1 Objective-type tests.
- 46.1 Frequent tests.
- 47.2 Frequent small assignments.
- 50.1 Discussion group of about 30 students.
- 51.2 Live lectures.
- 52.2 Student completes projects assigned by professor or chosen from professor's list.
- 54.2 Professor and students together plan course.
- 58.2 Professor and students together determine evaluation procedure for course.
- 63.1 Orientation for student teaching in an off-campus camp setting.
- 64.1 Practice teaching with classmates in preparation for teaching children.
- 68.1 Student teacher knows in advance when college supervisor will visit to observe teaching.
- 70.1 College supervisor confers with student teacher before leaving contact school.
- 71.2 Different college supervisor with each contact.

The percentage of "restrictive" students in the sample who support

the preferences summarized below is at least ten per cent lower than the percentage of students in the total sample who support the same preferences. Findings are reported more fully in Tables 11, 22, 33, and 44, and in complete detail in Appendix M. Numbers preceding each preference below identify the preference in the tables and appendices.

The campus

- 4.2 Classes meet in various parts of the campus.
- 5.1 Bells to signal class periods.
- 10.1 Faculty sit with students in campus eating places.
- 12.1 Come to campus for social, recreational, and/or cultural events.
- 13.1 Belong to one or more campus organizations.

The faculty

- 18.2 Faculty with broad general interests.

Classmates

- 22.2 Classmates who seem to want to know me better.
- 23.2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, and age.
- 25.2 Classmates who would assist me with my studies if they were able to do so.

Curricular experiences

- 29.1 A professional school that makes rigorous demands upon its students.
- 34.2 Two years of college required for admission to College of Education.
- 36.2 Courses in which class procedure is likely to vary from meeting to meeting.
- 37.2 A course that cuts across disciplines.
- 38.2 Class sessions that last for one hour.
- 40.2 Course proceeds independently of textbook and/or other printed materials.
- 42.1 Professor is concerned primarily with broad overview.
- 44.2 Class discussion time for students' questions.
- 52.1 Student independently selects, plans, and executes own projects; professor provides guidance and consultation.
- 53.1 Same requirements for all students registered in a course.
- 56.1 Work on projects or assignments with other students.
- 63.2 Prefer not to have orientation to student teaching in a camp setting.
- 65.2 Student teaching assignments in neighborhoods both similar to and different from my own.
- 66.2 Student teaching half a day, classes on campus half a day.
- 67.1 College supervisor visits student teacher about once every three weeks.
- 69.1 College supervisor visits student teacher in classroom.

Preferences expressed by the "restrictive" students of the sample indicate that this group appears to conform, operationally, to Stern, Stein, and Bloom's synthetic model of the stereopath, to Kerlinger's description of restrictiveness, and to other descriptions of this characteristic included in the review of the literature.

Slightly over one-third of the preferences regarding curricular and campus experiences expressed by the "restrictive" students of the sample are representative of the preferences of the students who comprise the total sample. "Restrictive" students are quite different from their classmates.

The preferences of the "restrictive" students of the sample, summarized above, delineate this "limited and limiting" dimension of personality as it operates in their lives. "Restrictive" students have a higher than average preference for "serious" faculty, classes in which smoking is not permitted, courses that follow textbooks and/or other printed materials, frequent tests, objective-type tests, assigned rather than independently selected projects, live instruction rather than television instruction, and so on through many similar preferences.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS

Background and Purpose of the Study

The post-sputnik era (1957-) is characterized by rapid social, political, scientific, and technological changes that affect all aspects of life. For those who would keep abreast, and base decisions and planning on current facts, informal data-gathering is no longer adequate. It becomes increasingly difficult for faculty in institutions such as Wayne State University to "know" the large and highly diverse student body.

This study is designed as a special data-gathering procedure, intended to supplement the personal contacts and observations of faculty who believe that students' preferences should receive consideration in faculty decisions and planning concerning students' educational experiences. A further purpose of the study is to provide data about differences in students' preferences regarding their own curricular and campus experiences, basic information for faculty who believe that optimum educational experiences occur when differences among students are recognized and built upon rather than overlooked.

Statement of the Problem

The problem of the study is to determine and analyze in terms of selected student characteristics the preferences of prospective teachers, students at Wayne State University, regarding certain aspects of curric-

ular and campus experiences.

Specifically, the study is concerned with the following questions to be answered:

1. What are the preferences of Wayne State University students preparing to become elementary and/or secondary school teachers regarding:
 - a. Campus environment?
 - b. Personal characteristics of faculty?
 - c. Personal characteristics of classmates?
 - d. Teacher education curricular experiences?

2. The second phase of inquiry determines certain personal characteristics of students who support these (above) preferences most strongly.
 - a. Curriculum classification
 - b. Student teaching experience
 - c. Student classification
 - d. Age
 - e. Sex
 - f. Marital status
 - g. Honor point
 - h. Employment status
 - i. Colleges attended
 - j. Personality classification (permissive-restrictive)

3. What implications does the researcher find in these data for the teacher education faculty of Wayne State University?

Design of the Study

Sample of the Study

An "availability" sample of 283 students, nine per cent of the universe of 3101 Wayne State University students preparing to become elementary and/or secondary school teachers during the spring semester, 1961, compose the sample of the study. So far as can be determined, the sample is sufficiently representative of the universe with regard to age, sex, and student classification of respondents for the purposes of this study. The sample represents a 90 per cent return of usable responses.

Instruments

Students responded anonymously to three instruments, identified as Schedules I, II, and III, combined into a questionnaire booklet.

Schedule I, the SSRC S-A Schedule, Form P860, provides a measure of the stereopathic - non-stereopathic dimensions of personality. The instrument is an experimental form, descended from the Form T (Stern revision) Inventory of Beliefs, the earlier American Council on Education Inventory of Beliefs, and the Adorno F-Scale.

Schedule II, the Kerlinger Education Scale II, a measure of progressive-traditional educational attitudes, was substituted in this study for the more general measure of ideologies provided by Form I860, normally used in combination with Form P860.

Schedule III, developed especially for use in this study, provides an inventory of students' preferences regarding certain aspects of the campus, personal characteristics of faculty and classmates, and teacher education curricular experiences.

Procedures

During the week of May 10, 1961, each Wayne State University student in attendance at a class meeting of Education 380, The American School, received a questionnaire booklet with an attached 3x5 follow-up card. Booklets and cards carried matching code numbers. Cards were completed and returned immediately. Completed booklets were called for at the next two class meetings. Students with unreturned booklets were contacted once by telephone.

"Permissive" and "restrictive" classifications used in the study were derived from Schedules I and II, which were hand-scored. The I.B.M. 650 was used to obtain frequencies and per cent of "permissive" total (N=18), "restrictive" total (N=12), and total group (N=283) for

each item in the booklet. Frequencies and percentages were also obtained for personal data items, cross indexed with student preferences. Additional analysis, based on tables constructed from the machine output, was done by hand.

Analysis of Data

The "inspection" procedures described below were used in analysis of data.

"Permissive" - "Restrictive" groups.--Respondents who compose the "permissive" and "restrictive" groups within the sample are those with corresponding high or low scores on both Schedules I and II, the instruments used in this study to provide measures of stereopathic - non-stereopathic dimensions of personality and progressive-traditional educational attitudes (i.e., "permissive" = high progressive score plus high non-stereopathic and low stereopathic scores; "restrictive" = high traditional score plus high stereopathic and low non-stereopathic scores).

Preferences.--Seventy-eight of the 142 statements about the campus, the faculty, classmates, and teacher education curricular experiences, included in Schedule III of this study, were selected as "preferred" by at least 66 per cent of the prospective teachers in the sample and/or in at least one of the 29 personal data groups included in the analysis.

A personal data group is considered to provide most support or least support for a preference whenever the percentage of students in the personal data group who select a particular statement as "preferred" is ten or more per cent different from the percentage of students in the total sample who select the same preference.

Representative - dissimilar groups.-Of the 29 personal data groups included in the analysis of data, the preferences of five groups are considered non-representative of the preferences of the total sample. Students in dissimilar groups support fewer than 75 per cent of the 78 "preferred" statements to the same extent (i.e., neither "most" nor "least" as described above) that the statements are supported by the total sample.

Findings: Preferences

The Campus

Social-intellectual aspects of campus environment.-At least 66 per cent of the prospective teachers in the sample indicate that they want to come to the campus for social, recreational, and/or cultural events in addition to classes. They want to belong to campus clubs, participate in informal physical recreation with fellow prospective teachers, and attend social events sponsored for College of Education students and their guests. Eighty-four per cent of the students in the sample indicate preference for a campus environment in which faculty sit with students in campus eating places.

Facilities.-At least 66 per cent of the students in the sample consider the aesthetic design and maintenance of the University campus to be very important. Also, they consider it an important University function to provide facilities for meetings of extracurricular groups, meals and snacks; recreation, and lounging. Further, the facilities should meet high standards of environmental engineering since two-thirds of the students say they are easily distracted by poor conditions of light, temperature, humidity, and noise.

The Faculty

At least 66 per cent of the respondents in this study prefer interesting teachers who grade fairly to faculty who have a reputation for scholarly writing and research. Further, they would have their faculty interested in all facets of student life and friendly toward each student individually.

Classmates

Eighty-eight per cent of the prospective teachers in the sample indicate preference for classmates who represent a wide cross-section of society with regard to socio-economic status, religious preference, and age, and who attend professional classes in street-wear type of clothing rather than shorts, sweat shirts, and other play clothes. At least two-thirds of the students in the sample prefer classmates who appear to be interested in becoming acquainted, who will assist with studies when able to do so, and, who are interested primarily in children and teaching rather than subject matter.

Teacher Education Curricular Experiences

General aspects of the curriculum.—Ninety-eight per cent of the respondents express preference for a "really challenging" curriculum. However, only 62 per cent favor a professional school that makes "rigorous demands upon its students" even when the school "graduates excellent beginning teachers." Sixty-five per cent of the students in the sample favor a teacher education curriculum in which liberal arts courses comprise at least three-fourths of the total program; eighty-seven per cent favor many electives, and 69 per cent want extended close association with a relatively small number of College of Education faculty.

Admission to a teacher education curriculum.-Eighty-three per cent of the students in the sample prefer to consult a counselor for assistance in selecting a College of Education curriculum rather than to proceed without such assistance. Eighty-one per cent of the respondents favor a college requirement of two rather than four years for admission to a College of Education; sixty-five per cent favor a professional school that accepts and graduates all prospective teachers who meet requirements.

Instruction: emphases and scheduling.-At least two-thirds of the prospective teachers in the sample would have their courses cut across two or more disciplines so as to include the thinking of various fields on a problem. They prefer that the emphasis be more practical than theoretical, that the concern be more with a broad overview than with specific instances, and that class sessions last only one hour rather than two or three hours.

Methods of instruction.-At least two-thirds of the students in the sample prefer a live lecture in a large auditorium followed by discussion in a smaller group to a television lecture followed by discussion. Students prefer that discussion periods highlight students' questions rather than those of the professor. They like courses in which the procedure is likely to vary from meeting to meeting, and in addition to other methods, they favor specific field work assignments as a means of mastering the theoretical content of courses. Sixty-five per cent of the students in the sample prefer to observe teaching and other activities in a classroom by means of a live visit rather than a one-way viewing screen and speaker system.

Student teaching experiences: assignment, orientation, super-

vision.--At least two-thirds of the prospective teachers in the sample indicate preference for student teaching assignments in neighborhoods that are both similar to and different from their own rather than only similar to their own. These students would rather have the college supervisor visit in the classroom while they are teaching than observe their teaching by means of a one-way viewing screen and speaker system; also, they would rather confer with the college supervisor before he leaves the contact school than at a later time in the supervisor's office. Sixty-three per cent of the respondents prefer a half day of student teaching combined with a half day of classes on the campus to a whole day of student teaching.

Evaluation.--Sixty-five per cent of the respondents prefer that the professor and students together rather than the professor alone determine the evaluation procedure for a course. Ninety-three per cent of the prospective teachers in the sample want final grades to be based on other work in addition to tests, and 74 per cent want consideration for effort and improvement rather than a grade based only on the objective quality of the work completed.

Findings: Representative - Dissimilar Students

Representative Students

Students in 16 of the 29 personal data groups included in the analysis of data indicate preferences regarding curricular and campus experiences that are substantially the same as the preferences held by the students of the sample as a whole. These highly representative personal data groups support at least 90 per cent of the preferences to the same extent (i.e. neither "most" nor "least" as defined above) that

the preferences are supported by the total sample. The 16 personal data groups are:

- Men
- Women
- Married or engaged
- Neither married nor engaged
- Age 21 or younger
- Age 22-34
- Senior I and II
- Post-degree
- Honor point average of 2.50-2.99¹
- No student teaching assignment yet
- Elementary education curriculums
- "Other" curriculums²
- Not employed
- Employed 15 hours or less per week
- Have attended only Wayne
- Have attended college(s) other than Wayne

Eight additional personal data groups, also representative of the total sample, support at least 75 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample. The eight personal data groups are:

- Junior I³
- Age 35 or older
- Assigned to first student teaching contact
- Assigned to second or third student teaching contact
- Secondary English/foreign language/speech
- Secondary social studies/core teaching
- Employed 31 hours or more per week
- "Permissive"

Dissimilar Students

Students less representative of the sample, who support 60-74

¹Data are analyzed by three honor point groups: 2.25 or lower, 2.50-2.99, and 3.25 or higher.

²"Other" curriculums includes art education, business education, family life education, industrial education, library education, music education, recreation leadership, and special education.

³Data are analyzed by three student classifications: Junior I, Senior I and II, and post-degree.

per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample, are:

Honor point average of 2.25 or lower
 Honor point average of 3.25 or higher
 Secondary science/mathematics

Students whose preferences are clearly dissimilar from the preferences of the total sample are:

Health and physical education
 "Restrictive"

Health and physical education majors support 45 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample. Students classified "restrictive" support 37 per cent of the preferences to the same extent (i.e., neither "most" nor "least" as defined above) that the preferences are supported by the total sample.

Honor point average 2.25 or lower.—The low honor point students of the sample attach more than average importance to facilities for meetings of extra-curricular groups, meals and snacks, recreation, and lounging, but express a less than average concern for the appearance of the campus and for perpetuating established patterns on the campus.

Seventy-seven per cent of the low honor point students in the sample indicate that they would like to hold office in a campus club related to curriculum or profession, while only 69 per cent indicate that they would like to be a member of a campus club. Seventy per cent of the students in the total sample indicate interest in club membership, and 60 per cent in holding office.

The students of the sample with an honor point average of 2.25 or lower especially want to have classmates who are interested primarily

in children and teaching rather than in their major subject. The low honor point respondents express less than average interest in having classmates who seem to want to know them better and in faculty sitting with students in campus eating places.

Ninety-two per cent of the low honor point students in the sample favor a professional school that accepts and graduates all prospective teachers who meet requirements, a preference supported by 65 per cent of the total sample. Low honor point students indicate a lower than average preference for a professional school that makes rigorous demands upon its students.

Every student in the low honor point group favors a course that cuts across two or more separate disciplines. Additional preferences of low honor point students regarding curricular experiences indicate that more than an average number of them want aids to learning, such as frequent tests, field work assignments in addition to other methods for teaching the theoretical content of a course, work with other students on projects and assignments, and class time for students' questions. Of particular significance is the need expressed by 96 per cent of the low honor point students for assistance from a counselor in selecting their College of Education curriculum.

Honor point average 3.25 or higher.--The high honor point students of the sample express a stronger than average preference for "serious" faculty and for classmates who like to talk about intellectual or professional topics. They especially like to have faculty sit with students in campus eating places.

Students with an honor point average of 3.25 or higher indicate a less than average interest in membership in campus organizations,

holding office in a campus club related to curriculum or profession, participating with other students in informal physical recreation, and attending a social affair for College of Education students and their guests.

Eighty-one per cent of the high honor point students of the sample favor a professional school that makes rigorous demands upon its students and graduates excellent beginning teachers. These students expect to use the library extensively, and are less resistant to television instruction than the students of the sample as a whole. They indicate a less than average need for such supports as credit for effort and improvement, and knowing in advance when they will be visited at the student teaching contact by the college supervisor.

The high honor point students of the sample express a lower than average preference for working cooperatively with faculty on course planning and evaluation.

Secondary science/mathematics.-The students of the sample majoring in secondary science/mathematics indicate a lower than average preference for classmates who would help them with their studies if they were able, for attending a College of Education social affair, and for participating in informal physical recreation with fellow prospective teachers. Their preference for cooperative faculty-student planning and evaluation of courses and work completed is lower than average.

The students in this group express a lower than average preference for using the library and for holding office in a campus organization related to curriculum or profession. Their preference is higher than average for classes that last for one hour rather than for two or three hours, and for interesting teachers who grade fairly rather than

for faculty who have a reputation for scholarly writing and research.

The higher than average preference of these students for classes in which smoking is not permitted, for frequent small assignments, for practice teaching with classmates in preparation for teaching with children, and for a conference with the college supervisor before the supervisor leaves the contact school rather than at a later time suggest that these particular secondary science/mathematics students comprise a rather rigid and insecure group.

Health and physical education.-The preferences expressed by the health and physical education majors of the sample indicate that these students are among the most friendly, enthusiastic, and physically vigorous of the prospective teachers in the sample. Unfortunately, the many excellent qualities of students in this curriculum are combined with a lower than average preference for scholarly activities, such as using the library or even talking with classmates about intellectual or professional topics. The preferences of the particular health and physical education majors of the sample tend to portray these students as unusually wholesome, well adjusted prospective teachers, but with a less than average inclination for anything intellectual. Some of their preferences suggest immaturity.

Restrictive.-Slightly over one-third of the preference regarding curricular and campus experiences expressed by the "restrictive" students of the sample are representative of the preferences of the students who comprise the total sample. "Restrictive" students are quite different from their classmates. The difference is not related to age, sex, marital status, curriculum, class level, honor point average, or hours of employment per week, but it is very real. The pre-

ferences of the "restrictive" students of the sample, summarized above, provide an operational definition of this "limited and limiting" dimension of personality, characterized particularly by an unusual regard for authority and necessity to conform to what is "right."

Conclusions and Implications

The Campus

The findings of this study make it very clear that many of the students of the sample do want a "campus life," different though it may be from that of a resident campus. Articulation of this desire is a crucial and bewildering challenge for both the students and faculty at this stage in the development of the University. Most of the students and faculty are commuters; sixty per cent of the students in the sample are employed at the same time they are engaged in University study; the University is operating under a severely curtailed budget.

The "campus life" desired by more than two-thirds of the prospective teachers of the sample would include prestigious surroundings with ample facilities for extracurricular activities, meals and snacks, and lounging. They want to belong to a campus club, participate with other students in informal physical recreation, and come to the campus for a variety of social, cultural, and recreational events in addition to classes; but most of all, these students want the kind of campus environment that is characterized by faculty sitting with students in campus eating places.

The students of the sample do not wish to think of their University as a "street-car school." The institution has their support as it moves in the direction of a more sophisticated self-image.

The Faculty

The prospective teachers of the sample call for faculty who are friendly and outgoing, both "interested" in them and "interesting" to them. They have a slight preference for a "serious" rather than "entertaining" personality, but little concern for the professor's reputation for scholarly writing and research.

These students seem to want the professor to set the tone for friendly faculty-student relations both in and out of class. An outstanding scholar with a reserved manner would perhaps please his dean, but probably not the students of this sample.

Classmates

The prospective teachers of the sample indicate strong preference for a cosmopolitan, sophisticated-in-appearance student body. They want classmates who represent a wide cross-section of backgrounds and personal characteristics, and who attend classes dressed for the city street rather than wearing the play clothes that are predominant on many campuses. Faculty who do not find these patterns congenial will feel out of place among these students.

The students of the sample want classmates who are friendly, a characteristic more often desired than achieved in any setting, but particularly difficult of accomplishment on a large urban campus with very few people in residence. Faculty who can create class environments that "facilitate friendliness" make an important contribution to the educational experiences of their students.

Teacher Education
Curricular Experiences

The curriculum in general.-The preference expressed more strongly than any other by the prospective teachers who compose the sample of

the study is for a curriculum that is "really challenging even if it does require a great deal of time and work." Ninety-eight per cent of the students in the sample say they want such a program, a preference that is both very heartening and very challenging to the faculty of this very heterogeneous group of prospective teachers in a large urban institution during times of unusually rapid change and unusually inadequate budget.

Implementation of this preference requires the best professional talent available, a large faculty of thoroughly experienced, idealistic and yet realistic, highly creative, and very friendly people who choose to dedicate themselves to the education of prospective teachers.

Admission to a teacher education curriculum.-The prospective teachers of the sample tend to prefer a professional school that admits and graduates all who meet requirements rather than only the most highly qualified students, a preference faculty may wish to consider as they study enrollment problems. In times when a limited budget requires a limited enrollment, the honor point requirement for admission should be raised. It is very clear from the findings of this study that low honor point students require more supportive, time-consuming procedures such as frequent tests than do students who attain a higher honor point average. Also, low honor point students are considerably more resistant to independent study, television instruction, and other procedures that place a student "on his own."

The students of the sample strongly prefer a two year rather than four year college requirement for admission to a College of Education.

The prospective teachers in this study speak out strongly in fa-

vor of a counselor to assist them with choice of College of Education curriculum. The preference for extended close association with a relatively small number of College of Education faculty is an additional indication that students want the benefit of professional guidance. To provide adequate guidance both at the time of admission and throughout the program of professional education is a long-range economy that should not be neglected to meet the immediate press of large numbers of students seeking admission.

Instruction: emphases and scheduling.—The students of the sample strongly favor a multi-disciplinary approach in their courses, a generous vote of confidence to faculty who have been moving in this direction during recent years. Also, these students strongly favor a "practical" emphasis and a "broad overview" approach in the program of preparation for teaching. These preferences can be best implemented in relatively long time blocks. However, more than two-thirds of the students in the sample favor class periods that last only one hour. If the more worthy of these preferences are to be more completely implemented, the faculty may find it necessary to sacrifice the students' preference for short class periods.

Methods of instruction.—Less than two-thirds of the prospective teachers in the sample indicate a preference for participating with the professor in planning course objectives, content, and procedures, an experience that could be of great educational value to these students.

Generally speaking, the students of the sample are not enthusiastic about television instruction or about courses that do not follow a textbook or other printed materials. They do like variety in class meetings, discussion periods that highlight students' questions, and

specific field work assignments in addition to other procedures as a means of mastering the theoretical content of a course.

Projects, assignments, independent study.--Only 61 per cent of the prospective teachers of the sample care to use the library extensively in studying and preparing assignments. Unless these students develop a taste for using the library while they are attending the University, it is unlikely that they will do so later as employed teachers, and in this jet-paced age, effective educators must turn to libraries continually.

Generally speaking, the students of the sample apparently do not have pressing interests that they wish to investigate, since only 62 per cent of them express preference for independently selecting, planning, and executing a project under the guidance and consultation of a professor rather than accepting an assignment or selecting a project from a professor's list. Encouraging independence is one of the "challenges" to the faculty of these students.

Student teaching experiences: assignment, orientation, supervision.--The "practical" emphasis preferred by 89 per cent of the students in the total sample is related to the preference of 92 per cent of prospective teachers for student teaching assignments in neighborhoods that are both similar to and different from their own. Student preference is so strong that it all but requires faculty to make assignments that provide varied experiences for student teachers.

Sixty-three per cent of the students in the sample prefer a half day to a whole day student teaching experience. The preference is so nearly either-or that the student body as a whole can be expected to be reasonably accepting of either pattern or of one of each.

Forty-nine per cent of the students in the sample express interest in a week's orientation to student teaching in an off-campus camp setting, rather strong support for a procedure not in use at this institution.

Students do not favor viewing screens and speaker systems either for themselves observing teaching and activities in a classroom or for the college supervisor observing the student teacher in the classroom. If it becomes necessary or educationally desirable to adopt such procedures, student resistance can be anticipated.

Student teachers are divided on whether they want to know in advance of the college supervisor's visit to their classroom and whether they will have the same supervisor for more than one student teaching contact, but they tend to agree that there should be a conference at the contact school after the supervisor's visit rather than later in the supervisor's office. Faculty should try to arrange the supervision schedule so as to satisfy this student preference.

Evaluation.—The prospective teachers of the sample feel very strongly that a course should not be graded on tests alone. In addition to credit for work other than tests, they wish consideration given in grading to effort and improvement, a preference faculty may not support but which exists nonetheless.

Less than two-thirds of the students in the sample express interest in working with a professor to determine evaluation procedures for a course. As with joint-planning of a course, joint-evaluation or planning of evaluation procedures can be an extremely important experience for prospective teachers.

Dissimilar Students

It is in the matter of preferred class procedures that the honor point average of students becomes a dividing factor that should be of concern to faculty. Low honor point students favor a variety of "extra" opportunities to achieve mastery of course content. The high honor point student indicates far less preference for such procedures as added field trips and class discussion time devoted largely to student questions. These two groups are talking about two different things when they say they want "challenging" programs. This is part of the challenge to the faculty. The way they meet this challenge will be of greater importance than any words they may write or speak in determining how the coming generation of teachers will approach the same challenge in the elementary and/or secondary school classrooms in which they will be teaching.

For the prospective teachers of the sample, curriculum and personality are also factors that divide students in their preferences regarding instructional methods and procedures. "Restrictive" students have a higher than average preference for "serious" faculty, classes in which smoking is not permitted, courses that follow textbooks and/or other printed materials, frequent tests, objective-type tests, assigned rather than independently selected projects, live instruction rather than television instruction, and so on through many similar preferences.

The preferences of the health and physical education majors in the sample tend to delineate them as happy, non-intellectuals, especially fond of extracurricular activities, "entertaining" faculty, class sessions that last only one hour, objective-type tests, and courses that do not require use of the library.

At the other extreme, the secondary science/mathematics majors of the sample express preferences that delineate them as both non-social and non-intellectual. These students indicate a lower than average preference for participating with fellow students in social or recreational activities, in having classmates who would assist them with their studies if they were able, in choosing electives, in using the library, in planning and evaluating a course and/or work completed with a professor. Their preference is higher than average for frequent small assignments; class sessions that last only one hour; classes in which smoking is not permitted; interesting teachers who grade fairly rather than faculty with a reputation for scholarly writing and research; and, inconsistently, for working on a project or assignment with other students rather than independently.

Faculty need to be aware of these differences as they work with students. Their decisions and plans regarding the professional educational experiences of prospective teachers need to be influenced by "knowing again" of the differences among students.

Problems

The findings of the study indicate need for continued and/or renewed attention to the following problems:

1. Honor point average requirement for admission to the College of Education.
2. Pre-admission and post-admission screening for personality characteristics not suited to teaching as a career.
3. Adequate counseling procedures prior to admission and throughout the program of professional education.
4. "Challenging" educational experiences for a heterogeneous student body - on a limited budget.

These problems are not new nor are they easily resolved. The tables and

appendices of the study do, however, provide details not otherwise documented, regarding these problems. A clear picture of a problem is one step toward resolution. The preferences expressed by the prospective teachers of the sample regarding their own professional educational experiences, in some instances, suggest additional steps for faculty with the will to hear student voices.

APPENDIX A

FOLLOW-UP CARD AND QUESTIONNAIRE BOOKLET

Please print:

339

CODE NO.

Mr.

Mrs.

Miss

(Last name)

(First)

(Telephone Number)

Please return this card immediately.

Your name will be used ONLY to check on return of
the questionnaire. Thank you.

Follow-up Card



CODE NO.

Wayne State University
Detroit 2, Michigan

College of Education Students:

The responses you write in this booklet will provide basic data for a study of The Preferred Professional Education Experiences of Wayne State University Students Preparing to be Teachers. Your time and effort in completing the schedules will be an important aid to College of Education faculty and other teacher educators in their continuing efforts to improve programs of professional education.

Since it is desired that you express your ideas freely, you are guaranteed that your responses will be held in strict confidence. They will be completely anonymous.

In order to insure the usability of your responses, please follow instructions carefully and return completed booklets promptly.

Thank you for your cooperation.

Sincerely,

C. Moran
221 Education Bldg.

PERSONAL DATA

Please check appropriate response

Curriculum:

- 7-8.1) Art Education
 2) Business Education
 3) Core Teaching
 4) Distributive Education
 5) Elementary Edu. (K-8)
 6) Elementary Science
 7) Elementary Soc. Studies
 8) Family Life Education
 9) Health & Physical Edu.
 10) Industrial Education
 11) Library Education
 12) Music Education
 13) Nursery School Edu.
 14) Recreation Leadership
 15) Secondary English
 16) Secondary Foreign Lang.
 17) Secondary Mathematics
 18) Secondary Science
 19) Secondary Social Studies
 20) Secondary Speech
 21) Special Education
 22) Other - please write in
-

Student teaching experience:

- 9.1) No assignment yet
 2) 1st contact this semester
 3) 2nd contact this semester
 4) 3rd contact this semester
 5) Other - please write in
-

Preferred teaching level:

- 10.1) Nursery School
 2) Kindergarten - 3rd
 3) 4th - 6th
 4) 7th - 9th
 5) 10th - 12th
 6) Other - please write in
-

Colleges attended:

- 11.1) Wayne is only college ever attended
 2) Have attended college(s) other than Wayne

Class:

- 12.1) Post-degree student
 2) Senior II
 3) Senior I
 4) Junior II
 5) Junior I
 6) Other - please write in
-

Honor point average:

- 13.1) 2.25 or lower
 2) 2.26 - 2.49
 3) 2.50 - 2.74
 4) 2.75 - 2.99
 5) 3.00 - 3.24
 6) 3.25 or higher

Sex:

- 14.1) Male
 2) Female

Are you married or engaged?

- 15.1) Yes
 2) No

Are you a parent?

- 16.1) Yes
 2) No

Age:

- 17.1) 21 or younger
 2) 22 - 34
 3) 35 - 44
 4) 45 or older

Employment:

- 18.1) Not employed
 2) Work during vacation periods only
 3) 15 hrs or less per week
 4) 16 - 30 hrs per week
 5) 31 hrs or more per week

No. of brothers and/or sisters:

- 19.1) None
 2) One
 3) Two
 4) Three or more

Religious preference:

- 20.1) No preference
 2) Protestant
 3) Roman Catholic
 4) Jewish
 5) Other - please write in
-

Father's education:

(Check 1st item that applies)

- 21.1) Holds graduate degree
 2) Graduate study but no graduate degree
 3) Holds bachelor's degree
 4) Attended college but no degree
 5) Attended technical institute or other post-high school
 6) Graduate of grade 12
 7) Attended school after grade 8 but did not graduate from grade 12
 8) Graduate of grade 8
 9) Did not graduate from grade 8
 0) Other - please write in
-

Mother's education:

- 22.1) Holds graduate degree
 2) Graduate study but no graduate degree
 3) Holds bachelor's degree
 4) Attended college but no bachelor's degree
 5) Attended technical institute or other post-high school
 6) Graduate of grade 12
 7) Attended school after grade 8 but did not graduate from grade 12
 8) Graduate of grade 8
 9) Did not graduate from grade 8
 0) Other - please write in
-

SCHEDULE I*

The purpose of this schedule is to find out how people feel and act in connection with a variety of things in contemporary every-day life. Using the key below, please indicate your reaction to each statement by marking a line through "A" or "D" in front of the statement. Add "+" to indicate strong agreement or strong disagreement, and "-" to indicate slight agreement or slight disagreement. There is no way provided for expressing a neutral position. Please indicate a tendency toward either agreement or disagreement even though you may prefer to remain undecided. There are no "right" or "wrong" answers. Do not spend too much time with any one statement. Please respond to every statement.

Key: A Agree A+ Agree strongly A- Agree slightly
 D Disagree D+ Disagree strongly D- Disagree slightly

- A D 1. I would rather be a steady and dependable worker than a brilliant but unstable one.
 A D 2. I have sometimes wanted to run away from home.
 A D 3. I like to think about why people act like they do.
 A D 4. I live from day to day.
 A D 5. I like setting myself tasks to strengthen my will power.
 A D 6. If I happen to hurt someone without meaning to, I usually don't let it bother me.
 A D 7. If someone hurts me I do everything I can to get even with him.
 A D 8. It would be unpleasant to me to inflict pain on people.
 A D 9. I find it hard to hold a grudge for very long.
 A D 10. There are people in the world for whom I feel nothing but hatred.
 A D 11. It makes me uncomfortable to associate with people who are different from me.
 A D 12. I often like questioning the decisions of people who are supposed to be authorities.
 A D 13. I like to lie in front of a fireplace watching the flames.
 A D 14. There are some people I admire so much I wouldn't think of questioning their opinions.
 A D 15. It rarely matters to me what church a man belongs to, or whether he belongs to a church at all.
 A D 16. I don't enjoy playing practical jokes on people.
 A D 17. I enjoy a good rousing argument.
 A D 18. There are times when I have acted impulsively, just to blow off steam.
 A D 19. I wouldn't tease an animal.
 A D 20. Disliking people makes me feel uncomfortable.
 A D 21. There are some people I know I could never like.
 A D 22. I like sketching or painting.
 A D 23. I dread the thought of an earthquake.
 A D 24. There are times when I feel as if I'm getting a raw deal from life.
 A D 25. I don't mind having others judge me by the organizations to which I belong.
 A D 26. I enjoy taking risks, in games and in life.
 A D 27. I try to keep a tight rein on myself at all times.
 A D 28. I like to stand up for my principles in a group, even when no-one else agrees with me.
 A D 29. I often question the accuracy of statements made by others in a discussion.
 A D 30. I like walking along a dark street in the rain.
 A D 31. I have sometimes been punished unfairly.
 A D 32. The thought of being in an automobile accident is very frightening to me.
 A D 33. At times I have a strong impulse to do something harmful or shocking.
 A D 34. It upsets me very much to see another person suffer.
 A D 35. I do not blame a person for taking advantage of someone who leaves himself open to it.
 A D 36. People often resent my giving them constructive criticism.
 A D 37. I generally prefer being in a loosely-organized small group rather than a member of a large formal organization.
 A D 38. I like unconventional language.
 A D 39. I have frequently worked under people who seem to have things arranged so that they get credit for good work but are able to pass off mistakes on to those under them.
 A D 40. Many of my friends would be considered unconventional.
 A D 41. I am a rebellious person.
 A D 42. I was pretty much a lone wolf as a kid.
 A D 43. I usually forgive people very easily.
 A D 44. I just can't stay mad even when I think I should.
 A D 45. I like organizing a protest meeting.

* (Adapted from SSRC S-A, George Stern, Syracuse University.)

- A D 46. If there is anything which makes me furious, it is people who think they know my problems better than I do.
- A D 47. At times I feel like smashing things.
- A D 48. People who are unsure and uncertain about things make me feel uncomfortable.
- A D 49. One thing I can't stand is a coward.
- A D 50. Sometimes I feel as if I must injure either myself or someone else.
- A D 51. Once I have my mind made up I seldom change it.
- A D 52. I usually don't care very much what people think about me.
- A D 53. I'm often too friendly for my own good.
- A D 54. I am not easily angered.
- A D 55. I hate to force my opinion on any one.
- A D 56. I have sometimes gotten in trouble for saying what I thought about some injustice.
- A D 57. I like making up and eating odd mixtures.
- A D 58. I like driving fast.
- A D 59. I am unchanging in my basic beliefs.
- A D 60. I like psychological novels.
- A D 61. I really hate people who try to push themselves in where they don't belong and when they are not wanted.
- A D 62. I'm not at all interested in hunting for big game.
- A D 63. Sometimes I enjoy hurting persons I love.
- A D 64. It usually bothers me to see someone made fun of in front of others regardless of what he's done.
- A D 65. Whining, complaining people infuriate me.
- A D 66. I am generally spontaneous in my speech or actions.
- A D 67. Sometimes when people apologize, I can't help feeling: actions speak louder than words.
- A D 68. I enjoy books or plays that are "take-offs" on dignified people or institutions.
- A D 69. In religious matters I tend to be something of a non-believer.
- A D 70. I take great pride in being an orderly person.
- A D 71. I don't usually take teasing or insults very seriously.
- A D 72. I don't admire anybody very much.
- A D 73. I rarely feel like picking a fight with anyone.
- A D 74. I hate to say no.
- A D 75. When I was a youngster I sometimes stole things.
- A D 76. I don't like to undertake any project unless I have a pretty good idea how it will turn out.
- A D 77. I tend to neglect my personal appearance.
- A D 78. I feel almost as bad when I hurt someone accidentally as if I intended to hurt them.
- A D 79. Sometimes I like to be alone.
- A D 80. I have frequently been let down by people I have trusted.
- A D 81. I admire spontaneity in people.
- A D 82. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
- A D 83. I don't think much of people who try to keep out of trouble at all costs.
- A D 84. Facts appeal to me more than theories.
- A D 85. I often disregard rules and regulations that seem unfair.
- A D 86. I treat people according to their just deserts.
- A D 87. I usually am able to like people who disagree with me violently on important issues.
- A D 88. I often notice, beneath a person's surface friendliness, a deeper hostility.
- A D 89. I feel a real compassion for people.
- A D 90. There are times when I really enjoy watching a good fight.
- A D 91. Sometimes I feel as if life is passing me by.
- A D 92. Politically I am probably something of a radical.
- A D 93. I like finishing something I've begun, even if it is no longer enjoyable.
- A D 94. I often find it difficult to break with familiar and pleasant surroundings.
- A D 95. I don't like people who are slaves to convention.
- A D 96. I like arguing with an instructor or supervisor.
- A D 97. At times I feel like swearing.
- A D 98. Even when I'm awfully mad, I can see the humor of the situation.
- A D 99. I have sometimes felt so sorry for others I have cried.
- A D 100. I have often either broken rules (school, club, etc.) or inwardly rebelled against them.

SCHEDULE II*

Given below you will find 10 groups of statements on educational issues and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your ideas.

Instructions: Please respond to each group of items as follows: select that statement among each four statements that you agree with the most. Label this statement 1 in the space to the left of the statement. Then take the statement among the remaining three that you agree with most among the remaining three statements. Do similarly for the remaining two items in the group. In short, you will be rank ordering the four statements of each group, using the numbers 1, 2, 3, and 4, the 1 meaning agree with most, the 4 meaning agree with least (or disagree with).

There are no "right" or "wrong" answers for this scale. It is your "first reaction" that is wanted here. Do not spend too much time with any one item. Do not go back over the items. Thank you.

1.
 - _____ Schools of today are neglecting the three R's.
 - _____ Teachers should encourage pupils to study and criticize our own and other economic systems and practices.
 - _____ Sex instruction should be given before adolescence.
 - _____ If principals and superintendents are to be impartial and objective, they must maintain a certain distance between themselves, on the one hand, and teachers and pupils, on the other hand.
2.
 - _____ It is essential for learning and effective work that teachers outline in detail what is to be done and how to go about it.
 - _____ It is necessary that Americans understand Communism. Thus, American children should learn what Communism is, just as they learn what democracy is.
 - _____ The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.
 - _____ The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance, and control.
3.
 - _____ It is unrealistic to expect education to be like real life; it is more a preparation for life.
 - _____ Pupils should be encouraged to evaluate their teachers since they must learn to evaluate other people all their lives.
 - _____ The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.
 - _____ No subject is more important than the personalities of the pupils.
4.
 - _____ The curriculum consists of subject matter to be learned and skills to be acquired.
 - _____ Good teachers maintain a certain distance between themselves and pupils.
 - _____ Teachers, like university professors, should have academic freedom--freedom to teach what they think is right and best.
 - _____ There must be a relationship of equality and amity between administrators and teachers before we can call a school educationally successful.

* (Fred Kerlinger, New York University.)

5.

- _____ The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.
- _____ The relationship between principal and teacher should be friendly but impersonal if the principal is to be able to run a good school.
- _____ One of the important functions of a good school administration is to help promote teacher participation in deciding educational policy.
- _____ The traditional moral standards of our culture should not just be accepted; they should be examined and tested in solving the present problems of students.

6.

- _____ One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.
- _____ Learning is experimental; the child should be taught to test alternatives before accepting any of them.
- _____ Modern methods of teaching tend to make children think about themselves and others too much.
- _____ A primary function of education is to teach children to get along with and understand each other.

7.

- _____ Education and educational institutions must be sources of new social ideas; education must be a good social program undergoing continual reconstruction.
- _____ The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.
- _____ The school is and should be a socially neutral institution; it should not take a stand on social issues.
- _____ It is probably not desirable to require that every citizen master a common body of knowledge.

8.

- _____ A good administrator discusses important matters of educational policy with his subordinates when he needs to.
- _____ Discipline should be governed by long-range interests and well-established standards.
- _____ Teachers have a right to have unions to protect their rights and advance their interests.
- _____ Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.

9.

- _____ What education needs most, more than books and theories, is a few courageous, tireless, devoted leaders in whom teachers can put their faith.
- _____ The best teachers are those who set as their primary goal the building of good feelings and relations in their classrooms.
- _____ Learning is essentially a process of increasing one's store of information about the various fields of knowledge.
- _____ In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.

10.

- _____ Children need and should have more supervision and discipline than they usually get.
- _____ The good teacher is she who disregards the likes and dislikes of children for herself and for other children and does her job calmly and well, always keeping in mind the ultimate objectives of education.
- _____ Children should be allowed more freedom than they usually get in the execution of learning activities.
- _____ Courses of study should be centered around major ideas or problems rather than around subject matter to be learned.

SCHEDULE III

As a student in the College of Education, what are your preferences regarding the campus environment in which you prepare for your life's work? -- regarding the College faculty and your classmates? -- regarding your program of professional education? This schedule is designed especially to assist you in expressing your preferences, your likes and dislikes.

Instructions: Please check the item in each group below that MOST NEARLY agrees with what you like, prefer, think, feel, or believe. There is no way provided for expressing a neutral position. There are no "right" or "wrong" answers. Do not spend too much time with any one item. Please respond to every statement. Thank you.

The Campus

- 23.1) Aesthetic design and maintainance of the University campus is very important.
 2) Appearance of the University campus is relatively unimportant.
- 24.1) Classrooms, laboratories and libraries are the only really important parts of a University campus.
 2) Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.
- 25.1) I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.
 2) I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.
- 26.1) So far as possible, I prefer to have all of my classes in the same or a nearby room.
 2) I like to have classes meet in rooms located in various parts of the campus.
- 27.1) Bells to signal the end of the class period.
 2) Classes begin and end without bells.
- 28.1) Movable furniture in University classrooms.
 2) Non-movable furniture in University classrooms.
- 29.1) Classes in which smoking is permitted.
 2) Classes in which smoking is not permitted.
- 30.1) A University library in which "no talking" rules are enforced by the staff.
 2) A University library in which the staff does not supervise the behavior of those who come into the library.
- 31.1) A campus that tends to perpetuate traditions, ceremonies, ways of doing things.
 2) A campus that is continually changing--little opportunity for traditional patterns to develop.
- 32.1) Faculty sit with students in campus eating places.
 2) Faculty do not sit with students in campus eating places.
- 33.1) Current pattern of classes during 15 week semester.
 2) Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.
- 34.1) Come to campus for social, recreational, and/or cultural events.
 2) Come to campus for classes only.
- 35.1) Be a member of one or more campus organizations.
 2) Prefer not to be involved in campus organizations.
- 36.1) Hold office in a campus organization related to curriculum or profession.
 2) Prefer not to hold office in a campus organization related to curriculum or profession.
- 37.1) Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever).
 2) Prefer not to participate with other College of Education students in informal physical recreation.
- 38.1) Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests.
 2) Prefer not to attend a social affair for College of Education students and their guests.

- 39-40) Are there physical or social aspects of a University campus environment—not listed above—about which you have likes and/or dislikes? If so, please write them on the blank pages of this booklet. Thank you.

The Faculty

- 41.1) Serious.
2) Entertaining.
- 42.1) Highly specialized interests.
2) Broad general interests.
- 43.1) Reputation for scholarly writing and research in his field.
2) Reputation as an interesting teacher who grades fairly.
- 44.1) Relatively oblivious to what students say, do, and think outside of his classroom.
2) Interested in many facets of student life.
- 45.1) Courteous, impersonal manner with students.
2) Friendly with each student individually.
- 46-47) Are there characteristics of professors—not listed above—about which you have likes and/or dislikes? If so, please write them on the blank pages of this booklet. Thank you.

Classmates

- 48.1) Classmates who are courteous but impersonal.
2) Classmates who seem to want to know me better.
- 49.1) Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.
2) Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.
- 50.1) Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.
2) Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.
- 51.1) Classmates who are rather highly competitive.
2) Classmates who would help me with my studies if they were able.
- 52.1) Classmates who are interested primarily in children and teaching.
2) Classmates who are interested primarily in their major subject.
- 53.1) Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.
2) Students attend professional classes in street-wear type of clothing.
- 54-55) Are there characteristics of students—not listed above—about which you have likes and/or dislikes? If so, please write them on the blank pages of this booklet. Thank you.

Professional Education Experiences

- 56.1) A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.
2) A professional school that accepts and graduates all prospective teachers who meet requirements.
- 57.1) A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.
2) A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.
- 58.1) Teacher education curriculum that offers few electives.
2) Teacher education curriculum that offers many electives.
- 59.1) At least 3/4 of a student's total program of preparation for teaching in liberal arts.
2) Less than 3/4 of a student's total program of preparation for teaching in liberal arts.
- 60.1) A curriculum that is really challenging, even if it does require a great deal of time and work.
2) A curriculum that is relatively easy, even if a little boring at times.

- 61.1) Theoretical emphasis in program of preparation for teaching.
 2) Practical emphasis in program of preparation for teaching.
- 62.1) Bachelor's degree required for admission to a College of Education.
 2) Two years of college required for admission to a College of Education.
- 63.1) Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.
 2) Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.
- 65.1) Courses in which class meetings usually follow a routine procedure.
 2) Courses in which class procedure is likely to vary from meeting to meeting.
- 66.1) Course taught as a discipline separate from other fields of study.
 2) Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.
- 67.1) Class sessions that last for 2 or 3 hours.
 2) Class sessions that last for 1 hour.
- 68.1) Attend a summer session or part of a regular semester at an off-campus camp type of location.
 2) Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.
- 69.1) Course follows text book and/or other printed materials.
 2) Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.
- 70.1) Professor lectures a large part of the time.
 2) Professor lectures a small part of the time.
- 71.1) Professor is concerned primarily with broad overview.
 2) Professor is concerned primarily with specific instances.
- 72.1) Theoretical content of a course taught by lecture, discussion, films and readings.
 2) Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.
- 73.1) Class discussion time used primarily for questions or problems posed by professor.
 2) Class discussion time used primarily for questions or problems posed by students.
- 74.1) Objective-type tests.
 2) Essay-type tests.
- 75.1) Frequent tests.
 2) Few or no tests.
- 76.1) A few large-scale assignments.
 2) Frequent small assignments.
- 77.1) Use library extensively in studying and in preparing assignments.
 2) Necessary material usually available in text books, study guides, distributed mimeo materials, etc.
- 78.1) Investigate a problem. Report findings in a written report turned in to professor.
 2) Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.
- 79.1) Discussion group of about 30 students and professor.
 2) Discussion group of about 6 students--professor visits among groups.
- 80.1) Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.
 2) Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.
- 81.1) Student independently selects, plans and executes own projects; professor provides guidance and consultation.
 2) Student completes projects assigned by professor or chosen from professor's list.

- 82.1) Same requirements for all students registered in a course.
 2) Course requirements tailored to the individual student.
- 83.1) Professor determines course objectives, content, procedures, etc.
 2) Professor and students together determine course objectives, content, procedures, etc.
- 84.1) Choose own College of Education curriculum.
 2) Consult counselor for assistance in selecting College of Education curriculum.
- 85.1) Work on projects or assignments with a small group of other students.
 2) Work independently on projects or assignments.
- 86.1) Course graded chiefly on tests.
 2) Course graded chiefly on tests and other work.
- 87.1) Professor determines evaluation procedure for course.
 2) Professor and students together determine evaluation procedure for course.
- 88.1) Professor determines final grade.
 2) Professor and student together evaluate work done in course.
- 89.1) Grade based on objective quality of work completed.
 2) Important consideration given to effort, improvement, etc. in determining grade.
- 90.1) A variety of experiences with children before beginning student teaching.
 2) Experience with children desirable but not necessary before beginning student teaching.
- 91.1) Visit in classrooms in order to observe the teaching and activities there.
 2) Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.
- 92.1) Week of orientation in an off-campus camp setting in preparation for beginning student teaching.
 2) Prefer not to have orientation to student teaching in a camp setting.
- 93.1) Practice teaching with classmates before beginning student teaching in a school with children.
 2) No practice teaching with classmates before beginning student teaching in a school with children.
- 94.1) Student teaching assignments only in neighborhoods similar to my own.
 2) Student teaching assignments in neighborhoods both similar to and different from my own.
- 95.1) Student teaching all day.
 2) Student teaching half a day, classes on campus half a day.
- 96.1) College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).
 2) College supervisor sees student teacher at teaching contact 2 or 3 times during semester.
- 97.1) Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.
 2) College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.
- 98.1) College supervisor visits student teacher in classroom.
 2) College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.
- 99.1) College supervisor confers with student teacher before leaving contact school.
 2) Student teacher visits college supervisor's office at a later time for conference regarding student teaching.
- 100.1) Same college supervisor for more than one contact.
 2) Different college supervisor with each contact.
- 101-2) Are there aspects of the program of professional preparation for teaching--not listed above--about which you have likes and/or dislikes? If so, please write them on the blank pages of this booklet. If you need more space in order to express your ideas adequately, please insert an extra page. Thank you.

(Please return this booklet to the instructor at the next meeting of this class.)

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APPENDIX B

DISTRIBUTION OF RESPONSES

TABLE I

DISTRIBUTION OF RESPONSES BY "CURRICULUM"

Curriculum	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Art educ.	1	5.5	0	0.0	11	3.9
2. Business education	1	5.5	0	.0	9	3.2
3. Core teach.	2	11.1	0	.0	3	1.1
4. Distributive education	0	.0	0	.0	0	.0
5. Elementary educ. (K-8)	3	16.7	7	58.4	81	28.6
6. Elem. sci.	0	.0	0	.0	0	.0
7. Elem. soc. studies	0	.0	0	.0	6	2.1
8. Family life education	0	.0	0	.0	5	1.76
9. Health & phys. educ.	1	5.5	1	8.3	14	4.95
10. Ind. & voc. education	0	.0	2	16.7	12	4.2
11. Library education	0	.0	1	8.3	6	2.1
12. Music educ.	1	5.5	0	.0	12	4.2
13. Nursery school educ.	0	.0	0	.0	1	0.34
14. Recreation leadership	0	.0	0	.0	2	0.69
15. Secondary English	3	16.7	0	.0	29	10.2
16. Secondary for. lang.	0	.0	0	.0	7	2.45
17. Secondary mathematics	2	11.1	0	.0	10	3.5
18. Secondary science	1	5.5	0	.0	11	3.9
19. Secondary soc. studies	1	5.5	0	.0	32	11.3
20. Secondary speech	0	.0	0	.0	9	3.2
21. Special education	2	11.1	1	8.3	14	4.95
22. Other (no response, nurs., etc.)	0	0.0	0	0.0	9	3.16
Total	18	100.0	12	100.0	283	100.0

TABLE II
DISTRIBUTION OF RESPONSES BY "STUDENT TEACHING EXPERIENCE"

Student Teaching Experience	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. No assignment yet	9	50.0	4	33.3	164	58.0
2. 1st contact this semester	0	.0	2	16.7	35	12.4
3. 2nd contact this semester	2	11.1	1	8.3	31	11.0
4. 3rd contact this semester	2	11.1	1	8.3	9	3.2
5. Other (no response, exper. comp., etc.)	5	27.8	4	33.3	44	15.6
Total	18	100.0	12	100.0	283	100.0

TABLE III
DISTRIBUTION OF RESPONSES BY "PREFERRED TEACHING LEVEL"

Preferred Teaching Level	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Nursery school	0	0.0	0	0.0	2	0.7
2. Kindergarten-3rd	2	11.1	1	8.3	35	12.4
3. 4th-6th	2	11.1	8	66.7	59	20.8
4. 7th-9th	5	27.8	0	.0	34	12.0
5. 10th-12th	7	38.9	1	8.3	112	39.6
6. Other (no response, college, etc.)	2	11.1	2	16.7	41	14.5
Total	18	100.0	12	100.0	283	100.0

TABLE IV

DISTRIBUTION OF RESPONSES BY "COLLEGES ATTENDED"

Colleges Attended	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Wayne only college ever attended	12	66.7	2	16.7	116	41.0
2. Have attended colleges other than Wayne	6	33.3	10	83.3	161	56.9
3. No response	0	0.0	0	0.0	6	2.1
Total	18	100.0	12	100.0	283	100.0

TABLE V

DISTRIBUTION OF RESPONSES BY "CLASS"

Class	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Post-degree student	3	16.7	2	16.7	75	26.5
2. Senior II	5	27.8	4	33.3	45	15.9
3. Senior I	1	5.6	2	16.7	39	13.8
4. Junior II	6	33.3	4	33.3	88	31.1
5. Junior I	3	16.7	0	.0	28	9.9
6. Other (no response, uncertain, etc.)	0	0.0	0	0.0	8	2.8
Total	18	100.0	12	100.0	283	100.0

TABLE VI

DISTRIBUTION OF RESPONSES BY "HONOR POINT AVERAGE"

Honor Point Average	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. 2.25 or lower	3	16.7	2	16.7	26	9.2
2. 2.26-2.49	3	16.7	1	8.3	52	18.4
3. 2.50-2.74	2	11.1	3	25.0	63	22.3
4. 2.75-2.99	6	33.3	2	16.7	54	19.1
5. 3.00-3.24	3	16.7	2	16.7	42	14.8
6. 3.25 or higher	1	5.6	2	16.7	26	9.2
7. No response	0	0.0	0	0.0	20	7.1
Total	18	100.0	12	100.0	283	100.0

TABLE VII

DISTRIBUTION OF RESPONSES BY "SEX"

Sex	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Male	6	33.3	5	41.7	110	38.9
2. Female	11	61.1	7	58.3	168	59.4
3. No response	1	5.6	0	0.0	5	1.8
Total	18	100.0	12	100.0	283	100.0

TABLE VIII

DISTRIBUTION OF RESPONSES BY "MARITAL STATUS"

Marital Status	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Are you married or engaged?--yes	9	50.0	5	41.7	152	53.7
2. Are you married or engaged?--no	9	50.0	6	50.0	120	42.4
3. No response	0	0.0	1	8.3	11	3.9
Total	18	100.0	12	100.0	283	100.0

TABLE IX

DISTRIBUTION OF RESPONSES BY "PARENTHOOD"

Parenthood Status	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Are you a parent?--yes	4	22.2	4	33.3	93	32.9
2. Are you a parent?--no	14	77.8	5	41.7	180	63.6
3. No response	0	0.0	3	25.0	10	3.5
Total	18	100.0	12	100.0	283	100.0

TABLE X

DISTRIBUTION OF RESPONSES BY "AGE"

Age Group	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. 21 or younger	7	38.9	2	16.7	100	35.3
2. 22-34	10	55.6	6	50.0	123	43.5
3. 35-44	1	5.6	1	8.3	34	12.0
4. 45 or older	0	.0	2	16.7	15	5.3
5. No response	0	0.0	1	8.3	11	3.9
Total	18	100.0	12	100.0	283	100.0

TABLE XI

DISTRIBUTION OF RESPONSES BY "EMPLOYMENT STATUS"

Employment Status	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Not employed	3	16.7	4	33.3	78	27.6
2. Work during vacation periods only	4	22.2	0	.0	39	13.8
3. 15 hrs. or less per wk.	5	27.8	3	25.0	52	18.4
4. 16-30 hrs. per week	5	27.8	1	8.3	46	16.3
5. 31 hrs. or more per wk.	1	5.6	3	25.0	60	21.2
6. No response	0	0.0	1	8.3	8	2.8
Total	18	100.0	12	100.0	283	100.0

TABLE XII

DISTRIBUTION OF RESPONSES BY "NUMBER OF BROTHERS AND/OR SISTERS"

No. of Brothers and/or Sisters	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. None	5	27.8	1	8.3	42	14.8
2. One	4	22.2	3	25.0	93	32.9
3. Two	4	22.2	3	25.0	62	21.9
4. Three or more	5	27.0	5	41.7	84	29.7
5. No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0

TABLE XIII

DISTRIBUTION OF RESPONSES BY "RELIGIOUS PREFERENCE"

Religious Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. No preference	6	33.3	0	0.0	29	10.2
2. Protestant	6	33.3	6	50.0	113	50.5
3. Roman Cathol.	3	16.7	4	33.3	56	19.8
4. Jewish	1	5.6	1	8.3	33	11.7
5. "Other" & "no response"	2	11.1	1	8.3	22	7.8
Total	18	100.0	12	100.0	283	100.0

TABLE XIV

DISTRIBUTION OF RESPONSES BY "FATHER'S EDUCATION"

Amount of Education	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Holds grad. degree	0	0.0	2	16.7	19	6.7
2. Grad. study but no grad. degree	0	.0	0	.0	4	1.4
3. Holds bach. degree	1	5.6	0	.0	11	3.9
4. Att. coll. but no deg.	2	11.1	1	8.3	28	9.9
5. Att. tech. inst. or other post-high school	2	11.1	0	.0	33	11.7
6. Grad. of grade 12	2	11.1	0	.0	49	17.3
7. Att. sch. after gr. 8 but not grad. of grade 12	4	22.2	4	33.3	60	21.2
8. Grad. gr. 8	3	16.7	0	.0	29	10.2
9. Did not grad. from grade 8	3	16.7	2	16.7	37	13.1
0. "Other" & "no response"	1	5.6	3	25.0	13	4.6
Total	18	100.0	12	100.0	283	100.0

TABLE XV
 DISTRIBUTION OF RESPONSES BY "MOTHER'S EDUCATION"

Amount of Education	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1. Holds grad. degree	0	0.0	0	0.0	2	0.7
2. Grad. study but no grad. degree	0	.0	0	.0	6	2.1
3. Holds bach. degree	0	.0	0	.0	11	3.9
4. Att. coll. but no deg.	1	5.6	1	8.3	28	9.9
5. Att. tech. inst. or other post-high school	1	5.6	0	.0	21	7.4
6. Grad. of grade 12	8	44.4	4	33.3	90	31.8
7. Att. sch. after gr. 8 but not grad. of grade 12	5	27.8	1	8.3	67	23.7
8. Grad. gr. 8	0	.0	2	16.7	25	8.8
9. Did not grad. from grade 8	2	11.1	2	16.7	19	6.7
0. "Other" & "no response"	1	5.6	2	16.7	14	4.9
Total	18	100.0	12	100.0	283	100.0

APPENDIX C

RESPONSES TO SCHEDULE III -- (PREFERENCES)

SECONDARY EDUCATION CURRICULUMS

APPENDIX C

RESPONSES TO SCHEDULE III -- (PREFERENCES)
SECONDARY EDUCATION CURRICULUMSThe Campus

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	23	65.7	29	64.4	12	57.1
2	12	34.3	16	35.6	9	42.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	12	34.3	9	20.0	7	33.3
2	23	65.7	36	80.0	14	66.7
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	24	68.6	26	57.8	10	47.6
2	11	31.4	19	42.2	11	52.4
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	12	34.3	19	42.2	4	19.0
2	23	65.7	25	55.6	17	81.0
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.						
5.1	19	54.3	26	57.8	13	61.9
2	16	45.7	19	42.2	8	38.1
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
6.1 Movable furniture in university classrooms. 2 Non-movable furniture in university classrooms.						
6.1	35	100.0	43	95.6	20	95.2
2	0	.0	2	4.4	1	4.8
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.						
7.1	21	60.0	29	64.4	8	38.1
2	14	40.0	16	35.6	13	61.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
8.1 A university library in which "no talking" rules are enforced by the staff. 2 A university library in which the staff does not supervise the behavior of those who come into the library.						
8.1	22	62.9	23	51.1	13	61.9
2	13	37.1	21	46.7	8	38.1
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
9.1	A campus that tends to perpetuate traditions, ceremonies, ways of doing things.					
2	A campus that is continually changing--little opportunity for traditional patterns to develop.					
9.1	21	60.0	25	55.6	11	52.4
2	14	40.0	20	44.4	10	47.6
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
10.1	Faculty sit with students in campus eating places.					
2	Faculty do not sit with students in campus eating places.					
10.1	31	88.6	37	82.2	17	81.0
2	4	11.4	8	17.8	4	19.0
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
11.1	Current pattern of classes during 15 week semester.					
2	Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.					
11.1	17	48.6	25	55.6	14	66.7
2	18	51.4	20	44.4	7	33.3
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
12.1	Come to campus for social, recreational, and/or cultural events.					
2	Come to campus for classes only.					
12.1	28	80.0	34	75.6	14	66.7
2	7	20.0	11	24.4	7	33.3
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.						
13.1	28	80.0	31	68.9	14	66.7
2	7	20.0	14	31.1	6	28.6
No response	0	0.0	0	0.0	1	4.8
Total	35	100.0	45	100.0	21	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.						
14.1	24	68.6	24	53.3	10	47.6
2	11	31.4	21	46.7	10	47.6
No response	0	0.0	0	0.0	1	4.8
Total	35	100.0	45	100.0	21	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation						
15.1	24	68.6	22	48.9	11	52.4
2	11	31.4	23	51.1	10	47.6
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.						
16.1	26	74.3	33	73.3	12	57.1
2	9	25.7	12	26.7	9	42.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

The Faculty

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

17.1 Serious.
2 Entertaining.

17.1	25	71.4	24	53.3	13	61.9
2	8	22.9	19	42.2	8	38.1
No response	2	5.7	2	4.4	0	0.0
Total	35	100.0	45	100.0	21	100.0

18.1 Highly specialized interests.
2 Broad general interests.

18.1	14	40.0	26	57.8	10	47.6
2	21	60.0	18	40.0	11	52.4
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

19.1 Reputation for scholarly writing and research in his field.
2 Reputation as an interesting teacher who grades fairly.

19.1	12	34.3	18	40.0	14	19.0
2	23	65.7	26	57.8	17	81.0
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

20.1 Relatively oblivious to what students say, do, and think outside of his classroom.
2 Interested in many facets of student life.

20.1	7	20.0	5	11.1	4	19.0
2	28	80.0	40	88.9	17	81.0
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.						
21.1	11	31.4	16	35.6	8	38.1
2	24	68.6	28	62.2	13	61.9
No response	0	0.0	1	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

Classmates

22.1 Classmates who are courteous but impersonal.
2 Classmates who seem to want to know me better.

22.1	5	14.3	11	24.4	5	23.8
2	30	85.7	34	75.6	16	76.2
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.
2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.

23.1	3	8.6	5	11.1	3	14.3
2	32	91.4	40	88.9	18	85.7
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.
2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.

24.1	19	54.3	29	64.4	12	57.1
2	16	45.7	16	35.6	8	38.1
No response	0	0.0	0	0.0	1	4.8
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

25.1 Classmates who are rather highly competitive.

2 Classmates who would help me with my studies if they were able.

25.1	15	42.9	23	51.1	11	52.4
2	20	57.1	21	46.7	10	47.6
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

26.1 Classmates who are interested primarily in children and teaching.

2 Classmates who are interested primarily in their major subject.

26.1	20	57.1	25	55.6	10	47.6
2	14	40.0	20	44.4	9	42.9
No response	1	2.9	0	0.0	2	9.5
Total	35	100.0	45	100.0	21	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.

2 Students attend professional classes in street-wear type of clothing.

27.1	7	20.0	7	15.6	2	9.5
2	27	77.1	38	84.4	19	90.5
No response	1	2.9	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.

2 A professional school that accepts and graduates all prospective teachers who meet requirements.

28.1	9	25.7	19	42.2	10	47.6
2	26	74.3	26	57.8	11	52.4
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.						
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.						
29.1	27	77.1	29	64.4	13	61.9
2	8	22.9	16	35.6	8	38.1
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
30.1 Teacher education curriculum that offers few electives.						
2 Teacher education curriculum that offers many electives.						
30.1	2	5.7	4	8.9	7	33.3
2	33	94.3	41	91.1	14	66.7
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.						
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.						
31.1	29	82.9	35	77.8	15	71.4
2	6	17.1	10	22.2	6	28.6
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.						
2 A curriculum that is relatively easy, even if a little boring at times.						
32.1	35	100.0	43	95.6	21	100.0
2	0	.0	2	4.4	0	.0
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

33.1 Theoretical emphasis in program of preparation for teaching.
 2 Practical emphasis in program of preparation for teaching.

33.1	2	5.7	6	13.3	3	14.3
2	33	94.3	39	86.7	18	85.7
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

34.1 Bachelor's degree required for admission to a College of Education.
 2 Two years of college required for admission to a College of Education.

34.1	7	20.0	9	20.0	6	28.6
2	27	77.1	36	80.0	14	66.7
No response	1	2.9	0	0.0	1	4.8
Total	35	100.0	45	100.0	21	100.0

35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.
 2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.

35.1	25	71.4	31	68.9	13	61.9
2	10	28.6	14	31.1	8	38.1
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

36.1 Courses in which class meetings usually follow a routine procedure.
 2 Courses in which class procedure is likely to vary from meeting to meeting.

36.1	9	25.7	10	22.2	5	23.8
2	26	74.3	35	77.8	16	76.2
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

37.1 Course taught as a discipline separate from other fields of study.
 2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.

37.1	3	8.6	4	8.9	2	9.5
2	31	88.6	41	91.1	19	90.5
No response	1	2.9	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

38.1 Class sessions that last for 2 or 3 hours.
 2 Class sessions that last for 1 hour.

38.1	14	40.0	14	31.1	10	47.6
2	21	60.0	31	68.9	11	52.4
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.
 2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.

39.1	26	74.3	16	35.6	12	57.1
2	9	25.7	27	60.0	9	42.9
No response	0	0.0	2	4.4	0	0.0
Total	35	100.0	45	100.0	21	100.0

40.1 Course follows text book and/or other printed materials.
 2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.

40.1	11	31.4	19	42.2	6	28.6
2	24	68.6	26	57.8	15	71.4
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	18	51.4	13	28.9	11	52.4
2	17	48.6	31	68.9	10	47.6
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	29	82.9	35	77.8	13	61.9
2	6	17.1	9	20.0	8	38.1
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	11	31.4	12	26.7	8	38.1
2	24	68.6	33	73.3	12	57.1
No response	0	0.0	0	0.0	1	4.8
Total	35	100.0	45	100.0	21	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.						
44.1	13	37.1	10	22.2	7	33.3
2	22	62.9	35	77.8	14	66.7
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.						
45.1	12	34.3	15	33.3	12	57.1
2	23	65.7	29	64.4	8	38.1
No response	0	0.0	1	2.2	1	4.8
Total	35	100.0	45	100.0	21	100.0
46.1 Frequent tests. Few or no tests.						
46.1	18	51.4	25	55.6	11	52.4
2	7	48.6	19	42.2	10	47.6
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.						
47.1	23	65.7	21	46.7	4	19.0
2	12	34.3	24	53.3	17	81.0
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.						
48.1	26	74.3	28	62.2	9	42.9
2	9	25.7	17	37.8	12	57.1
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

49.1 Investigate a problem. Report findings in a written report turned in to professor.

2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.

49.1	6	17.1	14	31.1	8	38.1
2	28	80.0	31	68.9	13	61.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

50.1 Discussion group of about 30 students and professor.

2 Discussion group of about 6 students--professor visits among groups.

50.1	13	37.1	17	37.8	11	52.4
2	22	62.9	28	62.2	10	47.6
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.

2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.

51.1	11	31.4	11	24.4	4	19.0
2	24	68.6	34	75.6	17	81.0
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.

2 Student completes projects assigned by professor or chosen from professor's list.

52.1	29	82.9	29	64.4	14	66.7
2	6	17.1	15	33.3	7	33.3
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

53.1 Same requirements for all students registered in a course.
2 Course requirements tailored to the individual student.

53.1	24	68.6	22	48.9	13	61.9
2	11	31.4	23	51.1	8	38.1
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

54.1 Professor determines course objectives, content, procedures, etc.
2 Professor and students together determine course objectives, content, procedures, etc.

54.1	19	54.3	15	33.3	12	57.1
2	16	45.7	30	66.7	9	42.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

55.1 Choose own College of Education curriculum.
2 Consult counselor for assistance in selecting College of Education curriculum.

55.1	7	20.0	7	15.6	2	9.5
2	28	80.0	38	84.4	19	90.5
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

56.1 Work on projects or assignments with a small group of other students.
2 Work independently on projects or assignments.

56.1	21	60.0	22	48.9	15	71.4
2	14	40.0	23	51.1	6	28.6
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

57.1 Course graded chiefly on tests.

2 Course graded chiefly on tests and other work.

57.1	5	14.3	3	6.7	3	14.3
2	30	85.7	41	91.1	18	85.7
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

58.1 Professor determines evaluation procedure for course.

2 Professor and students together determine evaluation procedure for course.

58.1	16	45.7	14	31.1	10	47.6
2	19	54.3	31	68.9	11	52.4
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

59.1 Professor determines final grade.

2 Professor and student together evaluate work done in course.

59.1	15	42.9	12	26.7	11	52.4
2	20	57.1	33	73.3	10	47.6
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

60.1 Grade based on objective quality of work completed.

2 Important consideration given to effort, improvement, etc. in determining grade.

60.1	11	31.4	13	28.9	8	38.1
2	24	68.6	32	71.1	13	61.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	16	45.7	20	44.4	11	52.4
2	19	54.3	24	53.3	10	47.6
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	22	62.9	28	62.2	14	66.7
2	13	37.1	17	37.8	7	33.3
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	19	54.3	13	28.9	12	57.1
2	16	45.7	32	71.1	9	42.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	18	51.4	20	44.4	17	81.0
2	17	48.6	24	53.3	4	19.0
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.						
2 Student teaching assignments in neighborhoods both similar to and different from my own.						
65.1	1	2.9	6	13.3	3	14.3
2	34	97.1	39	86.7	18	85.7
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
66.1 Student teaching all day.						
2 Student teaching half a day, classes on campus half a day.						
66.1	11	31.4	12	26.7	2	9.5
2	24	68.6	33	73.3	19	90.5
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).						
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.						
67.1	25	71.4	35	77.8	13	61.9
2	10	28.6	10	22.2	8	38.1
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.						
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.						
68.1	15	42.9	25	55.6	8	38.1
2	20	57.1	20	44.4	13	61.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX C--Continued

Preference	Secondary Social Studies, Core Teaching		Secondary English, Foreign Language, Speech		Secondary Science, Mathematics	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom. 2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	20	57.1	28	62.2	12	57.1
2	15	42.9	17	37.8	9	42.9
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
70.1 College supervisor confers with student teacher before leaving contact school. 2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	23	65.7	30	66.7	19	90.5
2	12	34.3	15	33.3	2	9.5
No response	0	0.0	0	0.0	0	0.0
Total	35	100.0	45	100.0	21	100.0
71.1 Same college supervisor for more than one contact. 2 Different college supervisor with each contact.						
71.1	11	40.0	19	42.2	11	52.4
2	21	60.0	24	53.3	10	47.6
No response	0	0.0	1	2.2	0	0.0
Total	35	100.0	45	100.0	21	100.0

APPENDIX D

RESPONSES TO SCHEDULE III -- (PREFERENCES)

OTHER CURRICULUMS

APPENDIX D

RESPONSES TO SCHEDULE III -- (PREFERENCES)
 ELEMENTARY EDUCATION CURRICULUMS, OTHER CURRICULUMS IN THE
 COLLEGE OF EDUCATION, HEALTH AND PHYSICAL EDUCATION CURRICULUMS

The Campus

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education ¹		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

1.1 Aesthetic design and maintenance of the University campus is very important.

2 Appearance of the University campus is relatively unimportant.

1.1	69	78.4	59	73.8	12	85.7
2	19	21.6	21	26.2	2	14.3
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.

2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.

2.1	18	20.5	23	28.8	1	7.1
2	70	79.5	57	71.2	13	92.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.

2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.

3.1	63	71.6	57	71.2	10	71.4
2	24	27.3	23	28.8	4	28.6
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

¹ Art education, business education, family life education, industrial education, library education, music education, recreation leadership, special education.

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.

2 I like to have classes meet in rooms located in various parts of the campus.

4.1	36	40.9	28	35.0	5	35.7
2	51	58.0	52	65.0	9	64.3
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

5.1 Bells to signal the end of the class period.

2 Classes begin and end without bells.

5.1	57	64.8	50	62.5	8	57.1
2	31	35.2	30	37.5	6	42.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

6.1 Movable furniture in University classrooms.

2 Non-movable furniture in University classrooms.

6.1	85	96.6	77	96.2	13	92.9
2	2	2.3	3	3.8	1	7.1
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

7.1 Classes in which smoking is permitted.

2 Classes in which smoking is not permitted.

7.1	47	53.4	43	53.8	8	57.1
2	40	45.5	37	46.2	6	42.9
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
8.1 A University library in which "no talking" rules are enforced by the staff.						
2 A University library in which the staff does not supervise the behavior of those who come into the library.						
8.1	45	51.1	52	65.0	4	28.6
2	43	48.9	28	35.0	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.						
2 A campus that is continually changing--little opportunity for traditional patterns to develop.						
9.1	51	58.0	46	57.6	7	50.0
2	35	39.7	33	41.2	7	50.0
No response	2	2.3	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0
10.1 Faculty sit with students in campus eating places.						
2 Faculty do not sit with students in campus eating places.						
10.1	75	85.2	65	81.2	12	85.7
2	13	14.8	15	18.8	2	14.3
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
11.1 Current pattern of classes during 15 week semester.						
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.						
11.1	56	63.6	44	55.0	10	71.4
2	31	35.3	35	43.8	4	28.6
No response	1	1.1	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

12.1 Come to campus for social, recreational, and/or cultural events.
2 Come to campus for classes only.

12.1	59	67.0	62	77.5	13	92.9
2	28	31.9	18	22.5	1	7.1
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

13.1 Be a member of one or more campus organizations.
2 Prefer not to be involved in campus organizations.

13.1	57	64.8	56	70.0	12	85.7
2	31	35.2	24	30.0	2	14.3
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

14.1 Hold office in a campus organization related to curriculum or profession.
2 Prefer not to hold office in a campus organization related to curriculum or profession.

14.1	46	52.3	57	71.2	8	57.1
2	42	47.7	23	28.8	6	42.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever).
2 Prefer not to participate with other College of Education students in informal physical recreation.

15.1	66	75.0	54	67.5	14	100.0
2	21	23.9	26	32.5	0	.0
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests.						
2 Prefer not to attend a social affair for College of Education stu- dents and their guests.						
16.1	65	73.9	60	75.0	13	92.9
2	22	25.0	20	25.0	1	7.1
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

The Faculty

- 17.1 Serious.
2 Entertaining.

17.1	49	55.7	50	62.5	4	28.6
2	36	40.9	27	33.7	10	71.4
No response	3	3.4	3	3.8	0	0.0
Total	88	100.0	80	100.0	14	100.0

- 18.1 Highly specialized interests.
2 Broad general interests.

18.1	44	50.0	39	48.8	5	35.7
2	43	48.9	40	50.0	9	64.3
No response	1	1.1	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0

- 19.1 Reputation for scholarly writing and research in his field.
2 Reputation as an interesting teacher who grades fairly.

19.1	23	26.1	31	38.8	3	21.4
2	65	73.9	48	60.0	11	78.6
No response	0	0.0	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

20.1 Relatively oblivious to what students say, do, and think outside of his classroom.

2 Interested in many facets of student life.

20.1	18	20.5	9	11.2	0	0.0
2	70	79.5	71	88.8	14	100.0
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

21.1 Courteous, impersonal manner with students.

2 Friendly with each student individually.

21.1	27	30.7	29	36.2	3	21.4
2	59	67.0	51	63.8	11	78.6
No response	2	2.3	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

Classmates

22.1 Classmates who are courteous but impersonal.

2 Classmates who seem to want to know me better.

22.1	20	22.7	17	21.3	4	28.6
2	68	77.3	63	78.7	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.

2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.

23.1	15	17.0	6	7.5	2	14.3
2	73	83.0	74	92.5	12	85.7
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.						
2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.						
24.1	53	60.2	50	62.5	7	50.0
2	35	39.8	30	37.5	7	50.0
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
25.1 Classmates who are rather highly competitive.						
2 Classmates who would help me with my studies if they were able.						
25.1	19	21.6	28	35.0	8	57.1
2	68	77.3	52	65.0	6	42.9
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
26.1 Classmates who are interested primarily in children and teaching.						
2 Classmates who are interested primarily in their major subject.						
26.1	72	81.8	54	67.5	10	71.4
2	16	18.2	24	30.0	4	28.6
No response	0	0.0	2	2.5	0	0.0
Total	88	100.0	80	100.0	14	100.0
27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.						
2 Students attend professional classes in street-wear type of clothing.						
27.1	7	8.0	5	6.3	3	21.4
2	81	92.0	75	93.7	11	78.6
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Professional Education Experiences

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
28.1	A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.					
2	A professional school that accepts and graduates all prospective teachers who meet requirements.					
28.1	30	34.1	26	32.5	4	28.6
2	58	65.9	54	67.5	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
29.1	A professional school that makes rigorous demands upon the students, but graduates excellent beginning teachers.					
2	A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.					
29.1	51	58.0	49	61.2	6	42.9
2	37	42.0	31	38.8	8	57.1
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
30.1	Teacher education curriculum that offers few electives.					
2	Teacher education curriculum that offers many electives.					
30.1	10	11.4	13	16.3	0	0.0
2	78	88.6	67	83.7	14	100.0
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
31.1	At least 3/4 of a student's total program of preparation for teaching in liberal arts.					
2	Less than 3/4 of a student's total program of preparation for teaching in liberal arts.					
31.1	57	64.8	45	56.2	2	14.3
2	31	35.2	35	43.8	12	85.7
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
32.1	A curriculum that is really challenging, even if it does require a great deal of time and work.					
2	A curriculum that is relatively easy, even if a little boring at times.					
32.1	86	97.7	79	98.8	13	92.9
2	2	2.3	1	1.2	1	7.1
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
33.1	Theoretical emphasis in program of preparation for teaching.					
2	Practical emphasis in program of preparation for teaching.					
33.1	9	10.2	5	6.3	3	21.4
2	77	87.5	75	93.7	11	78.6
No response	2	2.3	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
34.1	Bachelor's degree required for admission to a College of Education.					
2	Two years of college required for admission to a College of Education.					
34.1	18	20.5	12	15.0	1	7.1
2	70	79.5	68	85.0	13	92.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
35.1	Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.					
2	Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.					
35.1	64	72.7	54	67.4	7	50.0
2	24	27.3	23	28.8	7	50.0
No response	0	0.0	3	3.8	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
36.1 Courses in which class meetings usually follow a routine procedure.						
2 Courses in which class procedure is likely to vary from meeting to meeting.						
36.1	17	19.3	23	28.8	4	28.6
2	71	80.7	56	70.0	10	71.4
No response	0	0.0	1	1.2	0	0.6
Total	88	100.0	80	100.0	14	100.0
37.1 Course taught as a discipline separate from other fields of study.						
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.						
37.1	11	12.5	8	10.0	1	7.1
2	77	87.5	71	88.8	13	92.9
No response	0	0.0	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0
38.1 Class sessions that last for 2 or 3 hours.						
2 Class sessions that last for 1 hour.						
38.1	21	23.9	32	40.0	0	0.0
2	66	75.0	48	60.0	14	100.0
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.						
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.						
39.1	46	52.3	43	53.7	7	50.0
2	42	47.7	35	43.8	7	50.0
No response	0	0.0	2	2.5	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Health and Physical Education			
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
40.1 Course follows text book and/or other printed materials. 2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.						
40.1	35	39.8	30	37.5	7	50.0
2	53	60.2	49	61.3	7	50.0
No response	0	0.0	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	47	53.4	35	43.8	5	35.7
2	40	45.5	43	53.7	9	64.3
No response	1	1.1	2	2.5	0	0.0
Total	88	100.0	80	100.0	14	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	72	81.8	65	81.2	9	64.3
2	16	18.2	14	17.5	5	35.7
No response	0	0.0	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	27	30.7	28	35.0	5	35.7
2	60	68.2	52	65.0	9	64.3
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

44.1 Class discussion time used primarily for questions or problems posed by professor.

2 Class discussion time used primarily for questions or problems posed by students.

44.1	25	28.4	30	37.5	4	28.6
2	63	71.6	50	62.5	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

45.1 Objective-type tests.

2 Essay-type tests.

45.1	42	47.7	46	57.6	13	92.9
2	45	51.1	33	41.2	1	7.1
No response	1	1.1	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0

46.1 Frequent tests.

2 Few or no tests.

46.1	56	63.6	47	58.8	9	64.3
2	32	36.4	33	41.2	5	35.7
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

47.1 A few large-scale assignments.

2 Frequent small assignments.

47.1	35	39.8	44	55.0	7	50.0
2	53	60.2	36	45.0	7	50.0
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.						
48.1	54	61.4	50	62.5	5	35.7
2	33	37.5	30	37.5	9	64.3
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
49.1 Investigate a problem. Report findings in a written report turned in to professor. 2 Investigate a problem. Report findings to professor and class- mates in an oral report and class discussion.						
49.1	38	43.2	28	35.0	7	50.0
2	49	55.7	52	65.0	7	50.0
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
50.1 Discussion group of about 30 students and professor. 2 Discussion group of about 6 students--professor visits among groups.						
50.1	47	53.4	37	46.2	7	50.0
2	40	45.5	43	53.8	7	50.0
No response	1	1.1	0	100.0	14	100.0
Total	88	100.0	80	100.0	14	100.0
51.1 Television lecture followed by discussion with a faculty discus- sion leader; some 25 students in both televiewing and discussion groups. 2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.						
51.1	28	31.8	19	23.8	4	28.6
2	60	68.2	61	76.2	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation. 2 Student completes projects assigned by professor or chosen from professor's list.						
52.1	45	51.1	52	65.0	8	57.1
2	43	48.9	28	35.0	6	42.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.						
53.1	62	70.5	43	53.8	6	42.9
2	26	29.5	37	46.2	8	57.1
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
54.1 Professor determines course objectives, content, procedures, etc. 2 Professor and students together determine course objectives, con- tent, procedures, etc.						
54.1	27	30.7	33	41.2	5	35.7
2	61	69.3	47	58.8	9	64.3
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Educa- tion curriculum.						
55.1	14	15.9	14	17.5	4	28.6
2	74	84.1	66	82.5	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
56.1 Work on projects or assignments with a small group of other students.						
2 Work independently on projects or assignments.						
56.1	43	48.9	45	56.2	10	71.4
2	44	50.0	34	42.5	4	28.6
No response	1	1.1	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0
57.1 Course graded chiefly on tests.						
2 Course graded chiefly on tests and other work.						
57.1	4	4.5	2	2.5	1	7.1
2	84	95.5	78	97.5	13	92.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
58.1 Professor determines evaluation procedure for course.						
2 Professor and students together determine evaluation procedure for course.						
58.1	32	36.4	23	28.8	4	28.6
2	56	63.6	57	71.2	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
59.1 Professor determines final grade.						
2 Professor and student together evaluate work done in course.						
59.1	34	38.6	31	38.8	6	42.9
2	54	61.4	49	61.2	8	57.1
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

60.1 Grade based on objective quality of work completed.

2 Important consideration given to effort, improvement, etc. in determining grade.

60.1	25	28.4	16	20.0	2	14.3
	63	71.6	64	80.0	12	85.7
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

61.1 A variety of experiences with children before beginning student teaching.

2 Experience with children desirable but not necessary before beginning student teaching.

61.1	50	56.8	40	50.0	8	57.1
2	38	43.2	40	50.0	6	42.9
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

62.1 Visit in classrooms in order to observe the teaching and activities there.

2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.

62.1	57	64.8	56	70.0	7	50.0
2	30	34.1	24	30.0	7	50.0
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.

2 Prefer not to have orientation to student teaching in a camp setting.

63.1	47	53.4	39	48.8	9	64.3
2	40	45.5	41	51.2	5	35.7
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D—Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	34	38.6	38	47.5	9	64.3
2	54	61.4	42	52.5	5	35.7
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
65.1 Student teaching assignments only in neighborhoods similar to my own.						
2 Student teaching assignments in neighborhoods both similar to and different from my own.						
65.1	9	10.2	3	3.8	0	0.0
2	79	89.8	76	95.0	14	100.0
No response	0	0.0	1	1.2	0	0.0
Total	88	100.0	80	100.0	14	100.0
66.1 Student teaching all day.						
2 Student teaching half a day, classes on campus half a day.						
66.1	39	44.3	35	43.8	5	35.7
2	49	55.7	45	56.2	9	64.3
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).						
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.						
67.1	50	56.8	49	61.2	9	64.3
2	38	43.2	31	38.8	5	35.7
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX D--Continued

Preference	Elem. Educ. (K-8) Elem. Soc. Stud. Nursery Sch. Educ.		Other Curriculums in the College of Education		Health and Physical Education	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact. 2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.						
68.1	50	56.8	42	52.5	9	64.3
2	37	42.0	38	47.5	5	35.7
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
69.1 College supervisor visits student teacher in classroom. 2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	65	73.9	58	72.5	10	71.4
2	23	26.1	22	27.5	4	28.6
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
70.1 College supervisor confers with student teacher before leaving contact school. 2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	61	69.3	53	66.2	9	64.3
2	26	29.5	27	33.8	5	35.7
No response	1	1.1	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0
71.1 Same college supervisor for more than one contact. 2 Different college supervisor with each contact.						
71.1	25	28.4	38	47.5	4	28.6
2	63	71.6	42	52.5	10	71.4
No response	0	0.0	0	0.0	0	0.0
Total	88	100.0	80	100.0	14	100.0

APPENDIX E

RESPONSES TO SCHEDULE III -- (PREFERENCES)

STUDENT TEACHING EXPERIENCE

APPENDIX E

RESPONSES TO SCHEDULE III -- (PREFERENCES)
STUDENT TEACHING EXPERIENCEThe Campus

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	112	68.3	27	77.1	31	77.5
2	52	31.7	8	22.9	9	22.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	42	25.6	8	22.9	10	25.0
2	122	74.4	27	77.1	30	75.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	110	67.1	24	68.6	27	67.5
2	53	32.3	11	31.4	13	32.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	55	33.5	19	54.3	14	35.0
2	108	65.9	16	45.7	25	62.5
No response	1	0.6	0	0.0	1	2.5
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.						
5.1	101	61.6	23	65.7	21	52.5
2	63	38.4	12	34.3	19	47.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.						
6.1	156	95.1	34	97.1	39	97.5
2	7	4.3	1	2.9	1	2.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.						
7.1	92	56.1	17	48.6	22	55.0
2	71	43.3	18	51.4	18	45.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the behavior of those who come into the library.						
8.1	95	57.9	16	45.7	18	45.0
2	69	42.1	19	54.3	22	55.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.

2 A campus that is continually changing--little opportunity for traditional patterns to develop.

9.1	93	56.7	19	54.3	20	50.0
2	70	42.7	15	42.9	19	47.5
No response	1	0.6	1	2.9	1	2.5
Total	164	100.0	35	100.0	40	100.0

10.1 Faculty sit with students in campus eating places.

2 Faculty do not sit with students in campus eating places.

10.1	138	84.1	32	91.4	35	87.5
2	26	15.9	3	8.6	5	12.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

11.1 Current pattern of classes during 15 week semester.

2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.

11.1	102	62.2	20	57.1	20	50.0
2	61	37.2	15	42.9	19	47.5
No response	1	0.6	0	0.0	1	2.5
Total	164	100.0	35	100.0	40	100.0

12.1 Come to campus for social, recreational, and/or cultural events.

2 Come to campus for classes only.

12.1	120	73.2	27	77.1	33	82.5
2	44	26.8	7	20.0	7	17.5
No response	0	0.0	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E—Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

13.1 Be a member of one or more campus organizations.

2 Prefer not to be involved in campus organizations.

13.1	113	68.9	25	71.4	30	75.0
2	50	30.5	10	28.6	10	25.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

14.1 Hold office in a campus organization related to curriculum or profession.

2 Prefer not to hold office in a campus organization related to curriculum or profession.

14.1	93	56.7	23	65.7	23	57.5
2	70	42.7	12	34.3	17	42.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever).

2 Prefer not to participate with other College of Education students in informal physical recreation.

15.1	108	65.9	28	80.0	26	65.0
2	55	33.5	7	20.0	14	35.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests.

2 Prefer not to attend a social affair for College of Education students and their guests.

16.1	116	70.7	28	80.0	31	77.5
2	47	28.7	7	20.0	9	22.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

The Faculty

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

17.1 Serious.
2 Entertaining.

17.1	98	59.8	17	48.6	22	55.0
2	58	35.4	17	48.6	17	42.5
No response	8	4.9	1	2.9	1	2.5
Total	164	100.0	35	100.0	40	100.0

18.1 Highly specialized interests.
2 Broad general interests.

18.1	91	55.5	11	31.4	14	35.0
2	70	42.7	24	68.6	26	65.0
No response	3	1.8	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

19.1 Reputation for scholarly writing and research in his field.
2 Reputation as an interesting teacher who grades fairly.

19.1	50	30.5	10	28.6	13	32.5
2	112	68.3	25	71.4	27	67.5
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

20.1 Relatively oblivious to what students say, do, and think outside of his classroom.
2 Interested in many facets of student life.

20.1	26	15.9	6	17.1	3	7.5
2	138	84.1	29	82.9	37	92.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.						
21.1	57	34.8	14	40.0	11	27.5
2	105	64.0	21	60.0	29	72.5
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

Classmates

22.1 Classmates who are courteous but impersonal.
2 Classmates who seem to want to know me better.

22.1	31	18.9	11	31.4	9	22.5
2	133	81.1	24	68.6	31	77.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.
2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.

23.1	19	11.6	6	17.1	5	12.5
2	145	88.4	29	82.9	35	87.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.
2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.

24.1	102	62.2	19	54.3	21	52.5
2	61	37.2	16	45.7	19	47.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
25.1 Classmates who are rather highly competitive. 2 Classmates who would help me with my studies if they were able.						
25.1	69	42.1	13	37.1	9	22.5
2	94	57.3	21	60.0	31	77.5
No response	1	0.6	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0

26.1 Classmates who are interested primarily in children and teaching. 2 Classmates who are interested primarily in their major subject.						
26.1	104	63.4	29	82.9	28	70.0
2	56	34.1	5	14.3	12	30.0
No response	4	2.4	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes. 2 Students attend professional classes in street-wear type of clothing.						
27.1	18	11.0	4	11.4	6	15.0
2	145	88.4	31	88.6	34	85.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers. 2 A professional school that accepts and graduates all prospective teachers who meet requirements.						
28.1	57	34.8	12	34.3	13	32.5
2	107	65.2	23	65.7	27	67.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1	A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.					
2	A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.					
29.1	103	62.8	24	68.6	20	50.0
2	61	37.2	11	31.4	20	50.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
30.1	Teacher education curriculum that offers few electives.					
2	Teacher education curriculum that offers many electives.					
30.1	25	15.2	2	5.7	1	2.5
2	139	84.8	33	94.3	39	97.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
31.1	At least 3/4 of a student's total program of preparation for teaching in liberal arts.					
2	Less than 3/4 of a student's total program of preparation for teaching in liberal arts.					
31.1	111	67.7	14	40.0	29	72.5
2	53	32.3	21	60.0	11	27.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
32.1	A curriculum that is really challenging, even if it does require a great deal of time and work.					
2	A curriculum that is relatively easy, even if a little boring at times.					
32.1	161	98.2	33	94.3	40	100.0
2	3	1.8	2	5.7	0	.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching.						
2 Practical emphasis in program of preparation for teaching.						
33.1	16	9.8	3	8.6	3	7.5
2	147	89.6	32	91.4	37	92.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
34.1 Bachelor's degree required for admission to a College of Education.						
2 Two years of college required for admission to a College of Education.						
34.1	37	22.6	5	14.3	5	12.5
2	126	76.8	29	82.9	35	87.5
No response	1	0.6	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.						
2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.						
35.1	118	72.0	22	62.9	27	67.5
2	46	28.0	12	34.3	11	27.5
No response	0	0.0	1	2.9	2	5.0
Total	164	100.0	35	100.0	40	100.0
36.1 Courses in which class meetings usually follow a routine procedure.						
2 Courses in which class procedure is likely to vary from meeting to meeting.						
36.1	38	23.2	9	25.7	6	15.0
2	126	76.8	26	74.3	34	85.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

37.1 Course taught as a discipline separate from other fields of study.
 2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.

37.1	16	9.8	2	5.7	3	7.5
2	146	89.0	33	94.3	37	92.5
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

38.1 Class sessions that last for 2 or 3 hours.
 2 Class sessions that last for 1 hour.

38.1	59	36.0	8	22.9	7	17.5
2	104	63.4	27	77.1	33	82.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.
 2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.

39.1	84	51.2	21	60.0	21	52.5
2	77	47.0	13	37.1	19	47.5
No response	3	1.8	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0

40.1 Course follows text book and/or other printed materials.
 2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.

40.1	69	42.1	8	22.9	10	25.0
2	94	57.3	27	77.1	30	75.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	76	46.3	18	51.4	15	37.5
2	85	51.8	16	45.7	25	62.5
No response	3	1.8	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	127	77.4	27	77.1	33	82.5
2	35	21.3	8	22.9	7	17.5
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	50	30.5	10	28.6	14	35.0
2	112	68.3	25	71.4	26	65.0
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.						
44.1	51	31.1	13	37.1	11	27.5
2	113	68.9	22	62.9	29	72.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

45.1 Objective-type tests.

2 Essay-type tests.

45.1	76	46.3	18	51.4	22	55.0
2	85	51.8	17	48.6	17	42.5
No response	3	1.8	0	0.0	1	2.5
Total	164	100.0	35	100.0	40	100.0

46.1 Frequent tests.

2 Few or no tests.

46.1	96	58.5	20	57.1	24	60.0
2	68	41.5	15	42.9	16	40.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

47.1 A few large-scale assignments.

2 Frequent small assignments.

47.1	77	47.0	16	45.7	19	47.5
2	87	53.0	19	54.3	21	52.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

48.1 Use library extensively in studying and in preparing assignments.

2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.

48.1	100	61.0	22	62.9	26	65.0
2	63	38.4	13	37.1	14	35.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
49.1 Investigate a problem. Report findings in a written report turned in to professor.						
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.						
49.1	55	33.5	9	25.7	20	50.0
2	107	65.2	26	74.3	20	50.0
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
50.1 Discussion group of about 30 students and professor.						
2 Discussion group of about 6 students--professor visits among groups.						
50.1	81	49.4	15	42.9	19	47.5
2	83	50.6	20	57.1	20	50.0
No response	0	0.0	0	0.0	1	2.5
Total	164	100.0	35	100.0	40	100.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.						
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.						
51.1	48	29.3	7	20.0	8	20.0
2	116	70.7	28	80.0	32	80.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.						
2 Student completes projects assigned by professor or chosen from professor's list.						
52.1	99	60.4	21	60.0	28	70.0
2	64	39.0	14	40.0	12	30.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.						
53.1	102	62.2	22	62.9	20	50.0
2	62	37.8	13	37.1	20	50.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
54.1 Professor determines course objectives, content, procedures, etc. 2 Professor and students together determine course objectives, content, procedures, etc.						
54.1	64	39.0	15	42.9	12	30.0
2	100	61.0	20	57.1	28	70.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Education curriculum.						
55.1	27	16.5	6	17.1	6	15.0
2	137	83.5	29	82.9	34	85.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
56.1 Work on projects or assignments with a small group of other students. 2 Work independently on projects or assignments.						
56.1	89	54.3	22	62.9	21	52.5
2	73	44.5	13	37.1	19	47.5
No response	2	1.2	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests. 2 Course graded chiefly on tests and other work.						
57.1	11	6.7	2	5.7	3	7.5
2	152	92.7	33	94.3	37	92.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
58.1 Professor determines evaluation procedure for course. 2 Professor and students together determine evaluation procedure for course.						
58.1	58	35.4	11	31.4	13	32.5
2	106	64.6	24	68.6	27	67.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
59.1 Professor determines final grade. 2 Professor and student together evaluate work done in course.						
59.1	66	40.2	12	34.3	13	32.5
2	98	59.8	23	65.7	27	67.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
60.1 Grade based on objective quality of work completed. 2 Important consideration given to effort, improvement, etc. in determining grade.						
60.1	45	27.4	11	31.4	6	15.0
2	119	72.6	24	68.6	34	85.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	78	47.6	19	54.3	21	52.5
2	85	51.8	16	45.7	19	47.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	102	62.2	24	68.6	30	75.0
2	62	37.8	10	28.6	10	25.0
No response	0	0.0	1	2.9	0	0.0
Total	164	100.0	35	100.0	40	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	73	44.5	24	68.6	21	52.5
2	91	55.5	11	31.4	19	47.5
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	85	51.8	17	48.6	20	50.0
2	78	47.6	18	51.4	20	50.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.						
2 Student teaching assignments in neighborhoods both similar to and different from my own.						
65.1	17	10.4	1	2.9	0	0.0
2	146	89.0	34	97.1	40	100.0
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
66.1 Student teaching all day.						
2 Student teaching half a day, classes on campus half a day.						
66.1	49	29.9	16	45.7	14	35.0
2	115	70.1	19	54.3	26	65.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).						
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.						
67.1	118	72.0	19	54.3	20	50.0
2	46	28.0	16	45.7	20	50.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.						
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.						
68.1	76	46.3	17	48.6	25	62.5
2	87	53.0	18	51.4	15	37.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX E--Continued

Preference	No Assignment Yet		First Contact This Semester		Second or Third Contact This Semester	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom. 2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	104	63.4	31	88.6	32	80.0
2	60	36.6	4	11.4	8	20.0
No response	0	0.0	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
70.1 College supervisor confers with student teacher before leaving contact school. 2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	114	69.5	23	65.7	27	67.5
2	49	29.9	12	34.3	13	32.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0
71.1 Same college supervisor for more than one contact. 2 Different college supervisor with each contact.						
71.1	67	40.9	15	42.9	15	37.5
2	96	58.5	20	57.1	25	62.5
No response	1	0.6	0	0.0	0	0.0
Total	164	100.0	35	100.0	40	100.0

APPENDIX F

RESPONSES TO SCHEDULE III -- (PREFERENCES)

STUDENT CLASSIFICATION

APPENDIX F

RESPONSES TO SCHEDULE III -- (PREFERENCES)
STUDENT CLASSIFICATIONThe Campus

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	20	71.4	64	76.2	52	69.3
2	8	28.6	20	23.8	23	30.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	5	17.9	21	25.0	25	33.3
2	23	82.1	63	75.0	50	66.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	18	64.3	56	66.7	48	64.0
2	10	35.7	28	33.3	27	36.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	8	28.6	26	31.0	32	42.7
2	19	67.9	57	67.9	43	57.3
No response	1	3.6	1	1.2	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.						
5.1	23	82.1	46	54.8	41	54.7
2	5	17.9	38	45.2	34	45.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.						
6.1	26	92.9	82	97.6	74	98.7
2	2	7.1	2	2.4	1	1.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.						
7.1	17	60.7	51	60.7	34	45.3
2	11	39.3	33	39.3	40	53.3
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the behavior of those who come into the library.						
8.1	15	53.6	45	53.6	44	58.7
2	13	46.4	39	46.4	30	40.0
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.						
2 A campus that is continually changing--little opportunity for traditional patterns to develop.						
9.1	16	57.1	50	59.5	47	62.7
2	12	42.9	32	38.1	28	37.3
No response	0	0.0	2	2.4	0	0.0
Total	28	100.0	84	100.0	75	100.0
10.1 Faculty sit with students in campus eating places.						
2 Faculty do not sit with students in campus eating places.						
10.1	25	89.3	72	85.7	61	81.3
2	3	10.7	12	14.3	14	18.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
11.1 Current pattern of classes during 15 week semester.						
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.						
11.1	19	67.9	44	52.4	39	52.0
2	9	32.1	39	46.4	36	48.0
No response	0	0.0	1	1.2	0	0.0
Total	28	100.0	84	100.0	75	100.0
12.1 Come to campus for social, recreational, and/or cultural events.						
2 Come to campus for classes only.						
12.1	17	60.7	64	76.2	55	73.3
2	11	39.3	19	22.6	20	26.7
No response	0	0.0	1	1.2	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations.						
2 Prefer not to be involved in campus organizations.						
13.1	18	64.3	67	79.8	47	62.7
2	10	35.7	17	20.2	27	36.0
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
14.1 Hold office in a campus organization related to curriculum or profession.						
2 Prefer not to hold office in a campus organization related to curriculum or profession.						
14.1	12	42.9	55	65.5	43	57.3
2	16	57.1	29	34.5	31	41.3
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever).						
2 Prefer not to participate with other College of Education students in informal physical recreation.						
15.1	23	82.1	59	70.2	46	61.3
2	5	17.9	25	29.8	29	38.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests.						
2 Prefer not to attend a social affair for College of Education students and their guests.						
16.1	21	75.0	67	79.8	56	74.7
2	7	25.0	17	20.2	19	25.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

The Faculty

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
17.1 Serious. 2 Entertaining.						
17.1	18	64.3	51	60.7	50	66.7
2	9	32.1	31	36.9	23	30.7
No response	1	3.6	2	2.4	2	2.7
Total	28	100.0	84	100.0	75	100.0
18.1 Highly specialized interests. 2 Broad general interests.						
18.1	14	50.0	37	44.0	34	45.3
2	14	50.0	47	56.0	39	52.0
No response	0	0.0	0	0.0	2	2.7
Total	28	100.0	84	100.0	75	100.0
19.1 Reputation for scholarly writing and research in his field. 2 Reputation as an interesting teacher who grades fairly.						
19.1	8	28.6	34	40.5	20	26.7
2	20	71.4	50	59.5	53	70.7
No response	0	0.0	0	0.0	2	2.7
Total	28	100.0	84	100.0	75	100.0
20.1 Relatively oblivious to what students say, do, and think outside of his classroom. 2 Interested in many facets of student life.						
20.1	4	14.3	14	16.7	14	18.7
2	24	85.7	70	83.3	61	81.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.						
21.1	5	17.9	32	38.1	29	38.7
2	23	82.1	51	60.7	46	61.3
No response	0	0.0	1	1.2	0	0.0
Total	28	100.0	84	100.0	75	100.0

Classmates

22.1 Classmates who are courteous but impersonal.
2 Classmates who seem to want to know me better.

22.1	5	17.9	18	21.4	19	25.3
2	23	82.1	66	78.6	56	74.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.
2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.

23.1	0	0.0	14	16.7	8	10.7
2	28	100.0	70	83.3	67	89.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.
2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.

24.1	17	60.7	51	60.7	43	57.3
2	11	39.3	33	39.3	31	41.3
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
25.1 Classmates who are rather highly competitive. 2 Classmates who would help me with my studies if they were able.						
25.1	10	35.7	22	26.2	30	40.0
2	18	64.3	61	72.6	44	58.7
No response	0	0.0	1	1.2	1	1.2
Total	28	100.0	84	100.0	75	100.0
26.1 Classmates who are interested primarily in children and teaching. 2 Classmates who are interested primarily in their major subject.						
26.1	18	64.3	61	72.6	52	69.3
2	9	32.1	22	26.2	21	28.0
No response	1	3.6	1	1.2	2	2.7
Total	28	100.0	84	100.0	75	100.0
27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes. 2 Students attend professional classes in street-wear type of clothing.						
27.1	3	10.7	8	9.5	7	9.3
2	25	89.3	76	90.5	68	90.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers. 2 A professional school that accepts and graduates all prospective teachers who meet requirements.						
28.1	11	39.3	30	35.7	23	30.7
2	17	60.7	54	64.3	52	69.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon the students, but graduates excellent beginning teachers.						
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.						
29.1	20	71.4	47	56.0	49	65.3
2	8	28.6	37	44.0	26	34.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
30.1 Teacher education curriculum that offers few electives.						
2 Teacher education curriculum that offers many electives.						
30.1	4	14.3	8	9.5	13	17.3
2	24	85.7	76	90.5	62	82.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.						
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.						
31.1	17	60.7	53	63.1	53	70.7
2	11	39.3	31	36.9	22	29.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.						
2 A curriculum that is relatively easy, even if a little boring at times.						
32.1	28	100.0	82	97.6	74	98.7
2	0	.0	2	2.4	1	1.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching.						
2 Practical emphasis in program of preparation for teaching.						
33.1	3	10.7	7	8.3	5	6.7
2	25	89.3	76	90.5	69	92.0
No response	0	0.0	1	1.2	1	1.3
Total	28	100.0	84	100.0	75	100.0
34.1 Bachelor's degree required for admission to a College of Education.						
2 Two years of college required for admission to a College of Education.						
34.1	3	10.7	9	10.7	30	40.0
2	25	89.3	75	89.3	43	57.3
No response	0	0.0	0	0.0	2	2.7
Total	28	100.0	84	100.0	75	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.						
2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.						
35.1	22	78.6	56	66.7	55	73.3
2	6	21.4	26	31.0	20	26.7
No response	0	0.0	2	2.4	0	0.0
Total	28	100.0	84	100.0	75	100.0
36.1 Courses in which class meetings usually follow a routine procedure.						
2 Courses in which class procedure is likely to vary from meeting to meeting.						
36.1	4	14.3	18	21.4	26	34.7
2	24	85.7	66	78.6	49	65.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
37.1 Course taught as a discipline separate from other fields of study. 2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.						
37.1	2	7.1	12	14.3	7	9.3
2	26	92.9	72	85.7	68	90.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
38.1 Class sessions that last for 2 or 3 hours. 2 Class sessions that last for 1 hour.						
38.1	7	25.0	29	34.5	28	37.3
2	21	75.0	55	65.5	46	61.3
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location. 2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.						
39.1	14	50.0	46	54.8	38	50.7
2	14	50.0	38	45.2	37	49.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
40.1 Course follows text book and/or other printed materials. 2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.						
40.1	12	42.9	26	31.0	30	40.0
2	16	57.1	58	69.0	45	60.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	11	39.3	39	46.4	35	46.7
2	17	60.7	44	52.4	38	50.7
No response	0	0.0	1	1.2	2	2.7
Total	28	100.0	84	100.0	75	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	21	75.0	68	81.0	62	82.7
2	6	21.4	16	19.0	12	16.0
No response	1	3.6	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	8	28.6	26	31.0	18	24.0
2	19	67.9	58	69.0	57	76.0
No response	1	3.6	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.						
44.1	11	39.3	23	27.4	20	26.7
2	17	60.7	61	72.6	55	73.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.						
45.1	13	46.4	42	50.0	40	53.3
2	14	50.0	42	50.0	32	42.7
No response	1	3.6	0	0.0	3	4.0
Total	28	100.0	84	100.0	75	100.0
46.1 Frequent tests. 2 Few or no tests.						
46.1	18	64.3	50	59.5	39	52.0
2	10	35.7	34	40.5	35	46.7
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.						
47.1	7	25.0	40	47.6	33	44.0
2	21	75.0	44	52.4	42	56.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.						
48.1	11	39.3	59	70.2	47	62.7
2	16	57.1	25	29.8	28	37.3
No response	1	3.6	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F—Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
49.1 Investigate a problem. Report findings in a written report turned in to professor.						
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.						
49.1	10	35.7	30	35.7	27	36.0
2	17	60.7	54	64.3	47	62.7
No response	1	3.6	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
50.1 Discussion group of about 30 students and professor.						
2 Discussion group of about 6 students--professor visits among groups.						
50.1	13	46.4	39	46.4	31	41.3
2	15	53.6	45	53.6	43	57.3
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.						
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.						
51.1	4	14.3	24	28.6	20	26.7
2	24	85.7	60	71.4	55	73.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.						
2 Student completes projects assigned by professor or chosen from professor's list.						
52.1	16	57.1	60	71.4	51	68.0
2	12	42.9	24	28.6	24	32.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.						
53.1	19	67.9	53	63.1	36	48.0
2	9	32.1	31	36.9	39	52.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
54.1 Professor determines course objectives, content, procedure, etc. 2 Professor and students together determine course objectives, content, procedures, etc.						
54.1	11	39.3	28	33.3	33	44.0
2	17	60.7	56	66.7	42	56.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Education curriculum.						
55.1	6	21.4	17	20.2	7	9.3
2	22	78.6	67	79.8	68	90.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
56.1 Work on projects or assignments with a small group of other students. 2 Work independently on projects or assignments.						
56.1	20	71.4	46	54.8	42	56.0
2	8	28.6	38	45.2	32	42.7
No response	0	0.0	0	0.0	0	1.3
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests.						
2 Course graded chiefly on tests and other work.						
57.1	0	0.0	5	6.0	5	6.7
2	28	100.0	79	94.0	70	93.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
58.1 Professor determines evaluation procedure for course.						
2 Professor and students together determine evaluation procedure for course.						
58.1	7	25.0	25	29.8	30	40.0
2	21	75.0	59	70.2	45	60.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
59.1 Professor determines final grade.						
2 Professor and student together evaluate work done in course.						
59.1	10	35.7	29	34.5	33	44.0
2	18	64.3	55	65.5	42	56.0
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
60.1 Grade based on objective quality of work completed.						
2 Important consideration given to effort, improvement, etc. in determining grade.						
60.1	7	25.0	15	17.9	29	38.7
2	21	75.0	69	82.1	46	61.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F—Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	15	53.6	41	48.8	35	46.7
2	13	46.4	43	51.2	40	53.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	16	57.1	55	65.5	54	72.0
2	12	42.9	29	34.5	20	26.7
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	18	64.3	46	54.8	36	48.0
2	10	35.7	37	44.0	39	52.0
No response	0	0.0	1	1.2	0	0.0
Total	28	100.0	84	100.0	75	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	13	46.4	44	52.4	38	50.7
2	15	53.6	40	47.6	37	49.3
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.						
2 Student teaching assignments in neighborhoods both similar to and different from my own.						
65.1	1	3.6	4	4.8	5	6.7
2	27	96.4	80	95.2	69	92.0
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
66.1 Student teaching all day.						
2 Student teaching half a day, classes on campus half a day.						
66.1	8	28.6	34	40.5	25	33.3
2	20	71.4	50	59.5	50	66.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).						
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.						
67.1	25	89.3	46	54.8	52	69.3
2	3	10.7	38	45.2	23	30.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.						
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.						
68.1	12	42.9	55	65.5	32	42.7
2	16	57.1	28	33.3	43	57.3
No response	0	0.0	1	1.2	0	0.0
Total	28	100.0	84	100.0	75	100.0

APPENDIX F--Continued

Preference	Junior I		Senior I and II		Post-Degree	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom.						
2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	16	57.1	57	67.9	52	69.3
2	12	42.9	27	32.1	23	30.7
No response	0	0.0	0	0.0	0	0.0
Total	28	100.0	84	100.0	75	100.0
70.1 College supervisor confers with student teacher before leaving contact school.						
2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	19	67.9	61	72.6	52	69.3
2	9	32.1	23	27.4	22	29.3
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0
71.1 Same college supervisor for more than one contact.						
2 Different college supervisor with each contact.						
71.1	12	42.9	34	40.5	29	38.7
2	16	57.1	50	59.5	45	60.0
No response	0	0.0	0	0.0	1	1.3
Total	28	100.0	84	100.0	75	100.0

APPENDIX G

RESPONSES TO SCHEDULE III -- (PREFERENCES)

AGE

APPENDIX G

RESPONSES TO SCHEDULE III -- (PREFERENCES)
AGEThe Campus

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	73	73.0	89	72.4	35	71.4
2	27	27.0	34	27.6	14	28.6
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	18	18.0	35	28.5	14	28.6
2	82	82.0	88	71.5	35	71.4
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	76	76.0	85	69.1	24	49.0
2	24	24.0	37	30.1	25	51.0
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	34	34.0	48	39.0	20	40.8
2	65	65.0	74	60.2	29	59.2
No response	1	1.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

5.1 Bells to signal the end of the class period.

2 Classes begin and end without bells.

5.1	66	66.0	70	56.9	29	59.2
2	34	34.0	53	43.1	20	40.8
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

6.1 Movable furniture in University classrooms.

2 Non-movable furniture in University classrooms.

6.1	96	96.0	119	96.7	48	98.0
2	4	4.0	4	3.3	1	2.0
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

7.1 Classes in which smoking is permitted.

2 Classes in which smoking is not permitted.

7.1	59	59.0	70	56.9	21	42.9
2	41	41.0	52	42.3	28	57.1
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0

8.1 A University library in which "no talking" rules are enforced by the staff.

2 A University library in which the staff does not supervise the behavior of those who come into the library.

8.1	50	50.0	73	59.3	31	63.3
2	50	50.0	50	40.7	17	34.7
No response	0	0.0	0	0.0	1	2.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.						
2 A campus that is continually changing--little opportunity for traditional patterns to develop.						
9.1	54	54.0	76	61.8	26	53.1
2	45	45.0	46	37.4	23	46.9
No response	1	1.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
10.1 Faculty sit with students in campus eating places.						
2 Faculty do not sit with students in campus eating places.						
10.1	91	91.0	104	84.6	38	77.6
2	9	9.0	19	15.4	11	22.4
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
11.1 Current pattern of classes during 15 week semester.						
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.						
11.1	63	63.0	64	52.0	28	57.1
2	35	35.0	59	48.0	21	42.9
No response	2	2.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
12.1 Come to campus for social, recreational, and/or cultural events.						
2 Come to campus for classes only.						
12.1	82	82.0	86	69.9	32	65.3
2	18	18.0	36	29.3	17	34.7
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.						
13.1	77	77.0	83	67.5	31	63.3
2	23	23.0	40	32.5	18	36.7
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.						
14.1	61	61.0	73	59.3	29	59.2
2	39	39.0	50	40.7	20	40.8
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.						
15.1	67	67.0	86	69.9	30	61.2
2	33	33.0	37	30.1	19	38.8
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.						
16.1	66	66.0	98	79.7	37	75.5
2	34	34.0	25	20.3	12	24.5
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G—Continued

The Faculty

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

17.1 Serious.

2 Entertaining.

17.1	52	52.0	75	61.0	31	63.3
2	44	44.0	43	35.0	17	34.7
No response	4	4.0	5	4.0	1	2.0
Total	100	100.0	123	100.0	49	100.0

18.1 Highly specialized interests.

2 Broad general interests.

18.1	48	48.0	58	47.2	24	49.0
2	51	51.0	64	52.0	24	49.0
No response	1	1.0	1	0.8	1	2.0
Total	100	100.0	123	100.0	49	100.0

19.1 Reputation for scholarly writing and research in his field.

2 Reputation as an interesting teacher who grades fairly.

19.1	35	35.0	42	34.1	9	18.4
2	65	65.0	80	65.0	39	79.6
No response	0	0.0	1	0.8	1	2.0
Total	100	100.0	123	100.0	49	100.0

20.1 Relatively oblivious to what students say, do, and think outside of his classroom.

2 Interested in many facets of student life.

20.1	13	13.0	25	20.3	4	8.2
2	87	87.0	98	79.7	45	91.8
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students.						
2 Friendly with each student individually.						
21.1	29	29.0	45	36.6	16	32.7
2	71	71.0	77	62.6	32	65.3
No response	0	0.0	1	0.8	1	2.0
Total	100	100.0	123	100.0	49	100.0

Classmates

22.1 Classmates who are courteous but impersonal.
2 Classmates who seem to want to know me better.

22.1	11	11.0	38	30.9	10	20.4
2	89	89.0	85	69.1	39	79.6
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc.
2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.

23.1	13	13.0	13	10.6	7	14.3
2	87	87.0	110	89.4	42	85.7
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics.
2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.

24.1	60	60.0	76	61.8	26	53.1
2	40	40.0	47	38.2	23	46.9
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

25.1 Classmates who are rather highly competitive.

2 Classmates who would help me with my studies if they were able.

25.1	37	37.0	45	36.6	17	34.7
2	63	63.0	76	61.8	32	65.3
No response	0	0.0	2	1.6	0	0.0
Total	100	100.0	123	100.0	49	100.0

26.1 Classmates who are interested primarily in children and teaching.

2 Classmates who are interested primarily in their major subject.

26.1	60	60.0	88	71.5	38	77.6
2	40	40.0	33	26.8	9	18.4
No response	0	0.0	2	1.6	2	4.1
Total	100	100.0	123	100.0	49	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.

2 Students attend professional classes in street-wear type of clothing.

27.1	16	16.0	11	8.9	2	4.1
2	83	83.0	112	91.1	47	95.9
No response	1	1.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.

2 A professional school that accepts and graduates all prospective teachers who meet requirements.

28.1	44	44.0	40	32.5	10	20.4
2	56	56.0	83	67.5	39	79.6
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.						
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.						
29.1	71	71.0	74	60.2	22	44.9
2	29	29.0	49	39.8	27	55.1
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
30.1 Teacher education curriculum that offers few electives.						
2 Teacher education curriculum that offers many electives.						
30.1	7	7.0	14	11.4	15	30.6
2	93	93.0	109	88.6	34	69.4
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.						
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.						
31.1	71	71.0	80	65.0	28	57.1
2	29	29.0	43	35.0	21	42.9
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.						
2 A curriculum that is relatively easy, even if a little boring at times.						
32.1	97	97.0	120	97.6	49	100.0
2	3	3.0	3	2.4	0	.0
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching.						
2 Practical emphasis in program of preparation for teaching.						
33.1	12	12.0	12	9.8	3	6.1
2	88	88.0	109	88.6	46	93.9
No response	0	0.0	2	1.6	0	0.0
Total	100	100.0	123	100.0	49	100.0
34.1 Bachelor's degree required for admission to a College of Education.						
2 Two years of college required for admission to a College of Education.						
34.1	10	10.0	30	24.4	13	26.5
2	90	90.0	92	74.8	36	73.5
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.						
2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.						
35.1	64	64.0	85	69.1	38	77.6
2	34	34.0	37	30.1	11	22.4
No response	2	2.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
36.1 Courses in which class meetings usually follow a routine procedure.						
2 Courses in which class procedure is likely to vary from meeting to meeting.						
36.1	16	16.0	32	26.0	17	34.7
2	84	84.0	91	74.0	32	65.3
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
37.1 Course taught as a discipline separate from other fields of study.						
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.						
37.1	11	11.0	14	11.4	4	8.2
2	87	87.0	109	88.6	45	91.8
No response	2	2.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
38.1 Class sessions that last for 2 or 3 hours.						
2 Class sessions that last for 1 hour.						
38.1	26	26.0	31	25.2	31	63.3
2	74	74.0	91	74.0	18	36.7
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.						
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.						
39.1	49	49.0	72	58.5	28	57.1
2	48	48.0	50	40.7	21	42.9
No response	3	3.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
40.1 Course follows text book and/or other printed materials.						
2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.						
40.1	29	29.0	51	41.5	24	49.0
2	70	70.0	72	58.5	25	51.0
No response	1	1.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	44	44.0	61	49.6	22	44.9
2	56	56.0	59	48.0	26	53.1
No response	0	0.0	3	2.4	1	2.0
Total	100	100.0	123	100.0	49	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	75	75.0	99	80.5	40	81.6
2	25	25.0	23	18.7	8	16.4
No response	0	0.0	1	0.8	1	2.0
Total	100	100.0	123	100.0	49	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	36	36.0	36	29.3	13	26.5
2	62	62.0	87	70.7	36	73.5
No response	2	2.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.						
44.1	32	32.0	32	26.0	18	36.7
2	68	68.0	91	74.0	31	63.3
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

45.1 Objective-type tests.
2 Essay-type tests.

45.1	40	40.0	55	44.7	34	69.4
2	60	60.0	67	54.5	12	24.5
No response	0	0.0	1	0.8	3	6.1
Total	100	100.0	123	100.0	49	100.0

46.1 Frequent tests.
2 Few or no tests.

46.1	62	62.0	72	58.5	25	51.0
2	38	38.0	51	41.5	23	46.9
No response	0	0.0	0	0.0	1	2.0
Total	100	100.0	123	100.0	49	100.0

47.1 A few large-scale assignments.
2 Frequent small assignments.

47.1	50	50.0	59	48.0	19	38.8
2	50	50.0	64	52.0	30	61.2
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

48.1 Use library extensively in studying and in preparing assignments.
2 Necessary material usually available in text books, study guides,
distributed mimeo materials, etc.

48.1	60	60.0	79	64.2	26	53.1
2	39	39.0	44	35.8	23	46.9
No response	1	1.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

49.1 Investigate a problem. Report findings in a written report turned in to professor.

2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.

49.1	33	33.0	44	35.8	17	34.7
2	67	67.0	77	62.6	32	65.3
No response	0	0.0	2	1.6	0	0.0
Total	100	100.0	123	100.0	49	100.0

50.1 Discussion group of about 30 students and professor.

2 Discussion group of about 6 students--professor visits among groups.

50.1	54	54.0	53	43.1	22	44.9
2	46	46.0	70	56.9	26	53.1
No response	0	0.0	0	0.0	1	0.0
Total	100	100.0	123	100.0	49	100.0

51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.

2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.

51.1	19	19.0	36	29.3	17	34.7
2	81	81.0	87	70.7	32	65.3
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.

2 Student completes projects assigned by professor or chosen from professor's list.

52.1	60	60.0	83	67.5	27	55.1
2	39	39.0	40	32.5	22	44.9
No response	1	1.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

53.1 Same requirements for all students registered in a course.
2 Course requirements tailored to the individual student.

53.1	68	68.0	69	56.1	27	55.1
2	32	32.0	54	43.9	22	44.9
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

54.1 Professor determines course objectives, content, procedures, etc.
2 Professor and students together determine course objectives, content, procedures, etc.

54.1	36	36.0	53	43.1	20	40.8
2	64	64.0	70	56.9	29	59.2
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

55.1 Choose own College of Education curriculum.
2 Consult counselor for assistance in selecting College of Education curriculum.

55.1	21	21.0	21	17.1	3	6.1
2	79	79.0	102	82.9	46	93.9
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

56.1 Work on projects or assignments with a small group of other students.
2 Work independently on projects or assignments.

56.1	52	52.0	70	56.9	29	59.2
2	48	48.0	51	41.5	20	40.8
No response	0	0.0	2	1.6	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

57.1 Course graded chiefly on tests.

2 Course graded chiefly on tests and other work.

57.1	9	9.0	8	6.5	1	2.0
2	91	91.0	114	92.7	48	98.0
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0

58.1 Professor determines evaluation procedure for course.

2 Professor and students together determine evaluation procedure for course.

58.1	27	27.0	48	39.0	22	44.9
2	73	73.0	75	61.0	27	55.1
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

59.1 Professor determines final grade.

2 Professor and student together evaluate work done in course.

59.1	31	31.0	49	39.8	24	49.0
2	69	69.0	74	60.2	25	51.0
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

60.1 Grade based on objective quality of work completed.

2 Important consideration given to effort, improvement, etc. in determining grade.

60.1	20	20.0	39	31.7	13	26.5
2	80	80.0	84	68.3	36	73.5
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	56	56.0	60	48.8	23	46.9
2	43	43.0	63	51.2	26	53.1
No response	1	1.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	70	70.0	81	65.9	27	55.1
2	30	30.0	41	33.3	22	44.9
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	45	45.0	71	57.7	22	44.9
2	55	55.0	51	41.5	27	55.1
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	48	48.0	61	49.6	23	46.9
2	51	51.0	62	50.4	26	53.1
No response	1	1.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.						
2 Student teaching assignments in neighborhoods both similar to and different from my own.						
65.1	11	11.0	9	7.3	2	4.1
2	89	89.0	113	91.9	47	95.9
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
66.1 Student teaching all day.						
2 Student teaching half a day, classes on campus half a day.						
66.1	39	39.0	47	38.2	16	32.7
2	61	61.0	76	61.8	33	67.3
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).						
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.						
67.1	69	69.0	78	63.4	29	59.2
2	31	31.0	45	36.6	20	40.8
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.						
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.						
68.1	54	54.0	69	56.1	21	42.9
2	46	46.0	53	43.1	28	57.1
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX G--Continued

Preference	Age 21 or Younger		Age 22-34		Age 35 or Older	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom. 2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	68	68.0	88	71.5	32	65.3
2	32	32.0	35	28.5	17	34.7
No response	0	0.0	0	0.0	0	0.0
Total	100	100.0	123	100.0	49	100.0
70.1 College supervisor confers with student teacher before leaving contact school. 2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	69	69.0	86	69.9	33	67.3
2	31	31.0	36	29.3	16	32.7
No response	0	0.0	1	0.8	0	0.0
Total	100	100.0	123	100.0	49	100.0
71.1 Same college supervisor for more than one contact. 2 Different college supervisor with each contact.						
71.1	38	38.0	51	41.5	18	36.7
2	62	62.0	70	56.9	31	63.3
No response	0	0.0	2	1.6	0	0.0
Total	100	100.0	123	100.0	49	100.0

APPENDIX H

RESPONSES TO SCHEDULE III -- (PREFERENCES)

MEN AND WOMEN STUDENTS

APPENDIX H

RESPONSES TO SCHEDULE III -- (PREFERENCES)
MEN AND WOMEN STUDENTSThe Campus

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.				
2 Appearance of the University campus is relatively unimportant.				
1.1	79	71.8	123	73.2
2	31	28.2	45	26.8
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.				
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.				
2.1	27	24.5	40	23.8
2	83	75.5	128	76.2
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.				
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.				
3.1	71	64.5	117	69.6
2	39	35.5	50	29.8
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.				
2 I like to have classes meet in rooms located in various parts of the campus.				
4.1	31	28.2	70	41.7
2	78	70.9	97	57.7
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.				
5.1	63	57.3	108	64.3
2	47	42.7	60	35.7
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.				
6.1	106	96.4	162	96.4
2	4	3.6	5	3.0
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.				
7.1	61	55.5	90	53.6
2	49	44.5	77	45.8
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the behavior of those who come into the library.				
8.1	66	60.0	91	54.2
2	43	39.1	77	45.8
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.				
2 A campus that is continually changing--little opportunity for traditional patterns to develop.				
9.1	55	50.0	102	60.7
2	54	49.1	64	38.1
No response	1	0.9	2	1.2
Total	110	100.0	168	100.0
10.1 Faculty sit with students in campus eating places.				
2 Faculty do not sit with students in campus eating places.				
10.1	89	80.9	146	86.9
2	21	19.1	22	13.1
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
11.1 Current pattern of classes during 15 week semester.				
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.				
11.1	60	54.5	101	60.1
2	49	44.5	66	39.3
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0
12.1 Come to campus for social, recreational, and/or cultural events.				
2 Come to campus for classes only.				
12.1	82	74.5	124	73.8
2	27	24.5	44	26.2
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. Prefer not to be involved in campus organizations.				
13.1	79	71.8	117	69.6
2	30	27.3	51	30.4
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.				
14.1	71	64.5	96	57.1
2	38	34.5	72	42.9
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.				
15.1	79	71.8	110	65.5
2	31	28.2	57	33.9
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.				
16.1	93	84.5	114	67.9
2	17	15.5	53	31.5
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--ContinuedThe Faculty

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
17.1 Serious. 2 Entertaining.				
17.1	65	59.1	99	58.9
2	42	38.2	62	36.9
No response	3	2.7	7	4.2
Total	110	100.0	168	100.0
18.1 Highly specialized interests. 2 Broad general interests.				
18.1	53	48.2	83	49.4
2	57	51.8	82	48.8
No response	0	0.0	3	1.8
Total	110	100.0	168	100.0
19.1 Reputation for scholarly writing and research in his field. 2 Reputation as an interesting teacher who grades fairly.				
19.1	38	34.5	53	31.5
2	72	65.5	113	67.3
No response	0	0.0	2	1.2
Total	110	100.0	168	100.0
20.1 Relatively oblivious to what students say, do, and think outside of his classroom. 2 Interested in many facets of student life.				
20.1	16	14.5	27	16.1
2	94	85.5	141	83.9
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.				
21.1	43	39.1	49	29.2
2	66	60.0	117	69.6
No response	1	0.9	2	1.2
Total	110	100.0	168	100.0

Classmates

22.1 Classmates who are courteous but impersonal. 2 Classmates who seem to want to know me better.				
22.1	26	23.6	33	19.6
2	84	76.4	135	80.4
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc. 2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.				
23.1	13	11.8	20	11.9
2	97	88.2	148	88.1
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics. 2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.				
24.1	65	59.1	103	61.3
2	44	40.0	65	38.7
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
25.1 Classmates who are rather highly competitive.				
2 Classmates who would help me with my studies if they were able.				
25.1	53	48.2	49	29.2
2	56	50.9	118	70.2
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0
26.1 Classmates who are interested primarily in children and teaching.				
2 Classmates who are interested primarily in their major subject.				
26.1	73	66.4	117	69.6
2	35	31.8	48	28.6
No response	2	1.8	3	1.8
Total	110	100.0	168	100.0
27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.				
2 Students attend professional classes in street-wear type of clothing.				
27.1	13	11.8	17	10.1
2	96	87.3	151	89.9
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
<u>Professional Education Experiences</u>				
28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.				
2 A professional school that accepts and graduates all prospective teachers who meet requirements.				
28.1	35	31.8	60	35.7
2	75	68.2	108	64.3
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

APPENDIX H—Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon the students, but graduates excellent beginning teachers.				
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.				
29.1	67	60.9	104	61.9
2	43	39.1	64	38.1
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
30.1 Teacher education curriculum that offers few electives.				
2 Teacher education curriculum that offers many electives.				
30.1	16	14.5	20	11.9
2	94	85.5	148	88.1
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.				
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.				
31.1	66	60.0	115	68.5
2	44	40.0	53	31.5
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.				
2 A curriculum that is relatively easy, even if a little boring at times.				
32.1	108	98.2	164	97.6
2	2	1.8	4	2.4
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching. 2 Practical emphasis in program of preparation for teaching.				
33.1	13	11.8	14	8.3
2	96	87.3	153	91.1
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0
34.1 Bachelor's degree required for admission to a College of Education. 2 Two years of college required for admission to a College of Education.				
34.1	20	18.2	32	19.0
2	88	80.0	136	81.0
No response	2	1.8	0	0.0
Total	110	100.0	168	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty. 2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.				
35.1	74	67.3	118	70.2
2	36	32.7	47	28.0
No response	0	0.0	3	1.8
Total	110	100.0	168	100.0
36.1 Courses in which class meetings usually follow a routine procedure. 2 Courses in which class procedure is likely to vary from meeting to meeting.				
36.1	27	24.5	40	23.8
2	82	74.5	128	76.2
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
37.1 Course taught as a discipline separate from other fields of study.				
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.				
37.1	8	7.3	21	12.5
2	102	92.7	145	86.3
No response	0	0.0	2	1.2
Total	110	100.0	168	100.0
38.1 Class sessions that last for 2 or 3 hours.				
2 Class sessions that last for 1 hour.				
38.1	38	34.5	53	31.5
2	72	65.5	114	67.9
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.				
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.				
39.1	62	56.4	86	51.2
2	46	41.8	80	47.6
No response	2	1.8	2	1.2
Total	110	100.0	168	100.0
40.1 Course follows text book and/or other printed materials.				
2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.				
40.1	43	39.1	62	36.9
2	67	60.9	105	62.5
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.				
41.1	44	40.0	84	50.0
2	64	58.2	82	48.8
No response	2	1.8	2	1.2
Total	110	100.0	168	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.				
42.1	86	78.2	132	78.6
2	24	21.8	34	20.2
No response	0	0.0	2	1.2
Total	110	100.0	168	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.				
43.1	33	30.0	55	32.7
2	76	69.1	112	66.7
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.				
44.1	30	27.3	57	33.9
2	80	72.7	111	66.1
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.				
45.1	64	58.2	72	42.9
2	46	41.8	92	54.8
No response	0	0.0	4	2.4
Total	110	100.0	168	100.0
46.1 Frequent tests. 2 Few or no tests.				
46.1	65	59.1	99	58.9
2	44	40.0	69	41.1
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.				
47.1	50	45.5	80	47.6
2	60	54.5	88	52.4
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.				
48.1	69	62.7	101	60.1
2	41	37.3	66	39.3
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
49.1 Investigate a problem. Report findings in a written report turned in to professor.				
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.				
49.1	34	30.9	63	37.5
2	75	68.2	104	61.9
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0
50.1 Discussion group of about 30 students and professor.				
2 Discussion group of about 6 students--professor visits among groups.				
50.1	46	41.8	84	50.0
2	64	58.2	83	49.4
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.				
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.				
51.1	30	27.3	46	27.4
2	80	72.7	122	72.6
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.				
2 Student completes projects assigned by professor or chosen from professor's list.				
52.1	73	66.4	101	60.1
2	37	33.6	66	39.3
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.				
53.1	56	50.9	111	66.1
2	54	49.1	57	33.9
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
54.1 Professor determines course objectives, content, procedures, etc. 2 Professor and students together determine course objectives, content, procedures, etc.				
54.1	49	44.5	61	36.3
2	61	55.5	107	63.7
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Edu- cation curriculum.				
55.1	17	15.5	28	16.7
2	93	84.5	140	83.3
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
56.1 Work on projects or assignments with a small group of other students. 2 Work independently on projects or assignments.				
56.1	68	61.8	86	51.2
2	41	37.3	81	48.2
No response	1	0.9	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests. 2 Course graded chiefly on tests and other work.				
57.1	9	8.2	8	4.8
2	101	91.8	159	94.6
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
58.1 Professor determines evaluation procedure for course. 2 Professor and students together determine evaluation procedure for course.				
58.1	47	42.7	51	30.4
2	63	57.3	117	69.6
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
59.1 Professor determines final grade. 2 Professor and student together evaluate work done in course.				
59.1	51	46.4	55	32.7
2	59	53.6	113	67.3
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
60.1 Grade based on objective quality of work completed. 2 Important consideration given to effort, improvement, etc. in determining grade.				
60.1	35	31.8	38	22.6
2	75	68.2	130	77.4
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.				
2 Experience with children desirable but not necessary before beginning student teaching.				
61.1	51	46.4	92	54.8
2	59	53.6	75	44.6
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.				
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.				
62.1	72	65.5	109	64.9
2	38	34.5	58	34.5
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.				
2 Prefer not to have orientation to student teaching in a camp setting.				
63.1	61	55.5	78	46.4
2	49	44.5	89	53.0
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.				
2 No practice teaching with classmates before beginning student teaching in a school with children.				
64.1	64	58.2	71	42.3
2	46	41.8	96	57.1
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.				
2 Student teaching assignments in neighborhoods both similar to and different from my own.				
65.1	5	4.5	16	9.5
2	104	94.5	152	90.5
No response	1	0.9	0	0.0
Total	110	100.0	168	100.0
66.1 Student teaching all day.				
2 Student teaching half a day, classes on campus half a day.				
66.1	36	32.7	66	39.3
2	74	67.3	102	60.7
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).				
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.				
67.1	72	65.5	107	63.7
2	38	34.5	61	36.3
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.				
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.				
68.1	47	42.7	98	58.3
2	63	57.3	69	41.1
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0

APPENDIX H--Continued

Preference	Men		Women	
	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom. 2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.				
69.1	71	64.5	119	70.8
2	39	35.5	49	29.2
No response	0	0.0	0	0.0
Total	110	100.0	168	100.0
70.1 College supervisor confers with student teacher before leaving contact school. 2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.				
70.1	75	68.2	115	68.5
2	35	31.8	52	31.0
No response	0	0.0	1	0.6
Total	110	100.0	168	100.0
71.1 Same college supervisor for more than one contact. 2 Different college supervisor with each contact.				
71.1	47	42.7	62	36.9
2	63	57.3	105	62.5
No response	0	0.0	1	0.0
Total	110	100.0	168	100.0

APPENDIX I

RESPONSES TO SCHEDULE III -- (PREFERENCES)

MARITAL STATUS

APPENDIX I

RESPONSES TO SCHEDULE III -- (PREFERENCES)

MARITAL STATUS

The Campus

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.				
2 Appearance of the University campus is relatively unimportant.				
1.1	108	71.1	90	75.0
2	44	28.9	30	25.0
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.				
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.				
2.1	46	30.3	20	16.7
2	106	69.7	100	83.3
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.				
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.				
3.1	96	63.2	89	74.2
2	55	36.2	31	25.8
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.				
2 I like to have classes meet in rooms located in various parts of the campus.				
4.1	63	41.4	35	29.2
2	88	57.9	84	70.0
No response	1	0.7	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells				
5.1	94	61.8	73	60.8
2	58	38.2	47	39.2
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.				
6.1	147	96.7	117	97.5
2	5	3.3	3	2.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.				
7.1	85	55.9	64	53.3
2	66	43.4	56	46.7
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the behavior of those who come into the library.				
8.1	87	57.2	68	56.7
2	64	42.1	52	43.3
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.				
2 A campus that is continually changing--little opportunity for traditional patterns to develop.				
9.1	87	57.2	69	57.5
2	65	42.8	49	40.8
No response	0	0.0	2	1.7
Total	152	100.0	120	100.0
10.1 Faculty sit with students in campus eating places.				
2 Faculty do not sit with students in campus eating places.				
10.1	125	82.2	105	87.5
2	27	17.8	15	12.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
11.1 Current pattern of classes during 15 week semester.				
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.				
11.1	84	55.3	75	62.5
2	67	44.1	44	36.7
No response	1	0.7	1	0.8
Total	152	100.0	120	100.0
12.1 Come to campus for social, recreational, and/or cultural events.				
2 Come to campus for classes only.				
12.1	104	68.4	97	80.8
2	48	31.6	22	18.3
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.				
13.1	98	64.5	93	77.5
2	53	34.9	27	22.5
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.				
14.1	90	59.2	72	60.0
2	61	40.1	48	40.0
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.				
15.1	91	59.9	93	77.5
2	61	40.1	27	22.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.				
16.1	112	73.7	90	75.0
2	40	26.3	30	25.0
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

The Faculty

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
17.1 Serious. 2 Entertaining.				
17.1	93	61.2	67	55.8
2	51	33.6	51	42.5
No response	8	5.3	2	1.7
Total	152	100.0	120	100.0
18.1 Highly specialized interests. 2 Broad general interests.				
18.1	74	48.7	56	46.7
2	76	50.0	63	52.5
No response	2	1.3	1	0.8
Total	152	100.0	120	100.0
19.1 Reputation for scholarly writing and research in his field. 2 Reputation as an interesting teacher who grades fairly.				
19.1	42	27.6	45	37.5
2	108	71.1	75	62.5
No response	2	1.3	0	0.0
Total	152	100.0	120	100.0
20.1 Relatively oblivious to what students say, do, and think outside of his classroom. 2 Interested in many facets of student life.				
20.1	24	15.8	19	15.8
2	128	84.2	101	84.2
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.				
21.1	56	36.8	37	30.8
2	95	62.5	82	68.3
No response	1	0.7	1	0.8
Total	152	100.0	120	100.0

Classmates

22.1 Classmates who are courteous but impersonal. 2 Classmates who seem to want to know me better.				
22.1	35	23.0	25	20.8
2	117	77.0	95	79.2
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc. 2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.				
23.1	18	11.8	16	13.3
2	134	88.2	104	86.7
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics. 2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.				
24.1	89	58.6	72	60.0
2	62	40.8	48	40.0
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
25.1 Classmates who are rather highly competitive.				
2 Classmates who would help me with my studies if they were able.				
25.1	51	33.6	46	38.3
2	99	65.1	74	61.7
No response	2	1.3	0	0.0
Total	152	100.0	120	100.0
26.1 Classmates who are interested primarily in children and teaching.				
2 Classmates who are interested primarily in their major subject.				
26.1	111	73.0	73	60.8
2	38	25.0	45	37.5
No response	3	2.0	2	1.7
Total	152	100.0	120	100.0
27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.				
2 Students attend professional classes in street-wear type of clothing.				
27.1	11	7.2	17	14.2
2	141	92.8	102	85.0
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0
<u>Professional Education Experiences</u>				
28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.				
2 A professional school that accepts and graduates all prospective teachers who meet requirements.				
28.1	45	29.6	45	37.5
2	107	70.4	75	62.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.				
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.				
29.1	90	59.2	76	63.3
2	62	40.8	44	36.7
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
30.1 Teacher education curriculum that offers few electives.				
2 Teacher education curriculum that offers many electives.				
30.1	24	15.8	10	8.3
2	128	84.2	110	91.7
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.				
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.				
31.1	89	58.6	87	72.5
2	63	41.4	33	27.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.				
2 A curriculum that is relatively easy, even if a little boring at times.				
32.1	150	98.7	116	96.7
2	2	1.3	4	3.3
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching. 2 Practical emphasis in program of preparation for teaching.				
33.1	8	5.3	16	13.3
2	143	94.1	103	85.8
No response	1	0.7	1	0.8
Total	152	100.0	120	100.0
34.1 Bachelor's degree required for admission to a College of Education. 2 Two years of college required for admission to a College of Education.				
34.1	38	25.0	12	10.0
2	112	73.7	108	90.0
No response	2	1.3	0	0.0
Total	152	100.0	120	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty. 2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.				
35.1	104	68.4	83	69.2
2	47	30.9	35	29.2
No response	1	0.7	2	1.7
Total	152	100.0	120	100.0
36.1 Courses in which class meetings usually follow a routine procedure. 2 Courses in which class procedure is likely to vary from meeting to meeting.				
36.1	37	24.3	27	22.5
2	115	75.7	92	76.7
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
37.1 Course taught as a discipline separate from other fields of study.				
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.				
37.1	16	10.5	12	10.0
2	136	89.5	106	88.3
No response	0	0.0	2	1.7
Total	152	100.0	120	100.0
38.1 Class sessions that last for 2 or 3 hours.				
2 Class sessions that last for 1 hour.				
38.1	57	37.5	32	26.7
2	94	61.8	88	73.3
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.				
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.				
39.1	83	54.6	63	52.5
2	68	44.7	55	45.8
No response	1	0.7	2	1.7
Total	152	100.0	120	100.0
40.1 Course follows text book and/or other printed materials.				
2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.				
40.1	64	42.1	42	35.0
2	88	57.9	77	64.2
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.				
41.1	67	44.1	56	46.7
2	82	53.9	63	52.5
No response	3	2.0	1	0.8
Total	152	100.0	120	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.				
42.1	122	80.3	93	77.5
2	28	18.4	27	22.5
No response	2	1.3	0	0.0
Total	152	100.0	120	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.				
43.1	38	25.0	50	41.7
2	113	74.3	69	57.5
No response	1	0.7	1	0.8
Total	152	100.0	120	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.				
44.1	47	30.9	36	30.0
2	105	69.1	84	70.0
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.				
45.1	77	50.7	57	47.5
2	71	46.7	63	52.5
No response	4	2.6	0	0.0
Total	152	100.0	120	100.0
46.1 Frequent tests. 2 Few or no tests.				
46.1	81	53.3	80	66.7
2	70	46.1	40	33.3
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.				
47.1	71	46.7	55	45.8
2	81	53.3	65	54.2
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.				
48.1	97	63.8	69	57.5
2	55	36.2	50	41.7
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
49.1 Investigate a problem. Report findings in a written report turned in to professor.				
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.				
49.1	45	29.6	51	42.5
2	106	69.7	68	56.7
No response	1	0.7	1	0.8
Total	152	100.0	120	100.0
50.1 Discussion group of about 30 students and professor.				
2 Discussion group of about 6 students--professor visits among groups.				
50.1	62	40.8	66	55.0
2	89	58.6	54	45.0
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.				
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.				
51.1	46	30.3	27	22.5
2	106	69.7	93	77.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.				
2 Student completes projects assigned by professor or chosen from professor's list.				
52.1	95	62.5	77	64.2
2	57	37.5	42	35.0
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.				
53.1	88	57.9	74	61.7
2	64	42.1	46	38.3
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
54.1 Professor determines course objectives, content, procedures, etc. 2 Professor and students together determine course objective, content, procedures, etc.				
54.1	57	37.5	49	40.8
2	95	62.5	71	59.2
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Edu- cation curriculum.				
55.1	15	9.9	29	24.2
2	137	90.1	91	75.8
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
56.1 Work on projects or assignments with a small group of other students. 2 Work independently on projects or assignments.				
56.1	91	59.9	60	50.0
2	59	38.8	60	50.0
No response	2	1.3	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests.				
2 Course graded chiefly on tests and other work.				
57.1	9	5.9	9	7.5
2	143	94.1	110	91.7
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0
58.1 Professor determines evaluation procedure for course.				
2 Professor and students together determine evaluation procedure for course.				
58.1	52	34.2	41	34.2
2	100	65.8	79	65.8
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
59.1 Professor determines final grade.				
2 Professor and student together evaluate work done in course.				
59.1	60	39.5	43	35.8
2	92	60.5	77	64.2
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
60.1 Grade based on objective quality of work completed.				
2 Important consideration given to effort, improvement, etc. in determining grade.				
60.1	41	27.0	29	24.2
2	111	73.0	91	75.8
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.				
2 Experience with children desirable but not necessary before beginning student teaching.				
61.1	77	50.7	62	51.7
2	75	49.3	57	47.5
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.				
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.				
62.1	91	59.9	87	72.5
2	61	40.1	32	26.7
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.				
2 Prefer not to have orientation to student teaching in a camp setting.				
63.1	70	46.1	64	53.3
2	82	53.9	55	45.8
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.				
2 No practice teaching with classmates before beginning student teaching in a school with children.				
64.1	74	48.7	56	46.7
2	78	51.3	63	52.5
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.				
2 Student teaching assignments in neighborhoods both similar to and different from my own.				
65.1	12	7.9	10	8.3
2	140	92.1	109	90.8
No response	0	0.0	1	0.8
Total	152	100.0	120	100.0
66.1 Student teaching all day.				
2 Student teaching half a day, classes on campus half a day.				
66.1	54	35.5	44	36.7
2	98	64.5	76	63.3
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).				
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.				
67.1	95	62.5	78	65.0
2	57	37.5	42	35.0
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.				
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.				
68.1	79	52.0	66	55.0
2	72	47.4	54	45.0
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0

APPENDIX I--Continued

Preference	Married Or Engaged		Neither Married Nor Engaged	
	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom. 2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.				
69.1	105	69.1	81	67.5
2	47	30.9	39	32.5
No response	0	0.0	0	0.0
Total	152	100.0	120	100.0
70.1 College supervisor confers with student teacher before leaving contact school. 2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.				
70.1	105	69.1	80	66.7
2	46	30.3	40	33.3
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0
71.1 Same college supervisor for more than one contact. 2 Different college supervisor with each contact.				
71.1	59	38.8	48	40.0
2	91	59.9	72	60.0
No response	1	0.7	0	0.0
Total	152	100.0	120	100.0

APPENDIX J

RESPONSES TO SCHEDULE III -- (PREFERENCES)

HONOR POINT

APPENDIX J

RESPONSES TO SCHEDULE III -- (PREFERENCES)
HONOR POINTThe Campus

Preference	2.25 or Lower		2.50 - 2.99		3.25 or higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	15	57.7	90	77.0	19	73.1
2	11	42.3	27	23.0	7	26.9
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	3	11.5	24	20.5	6	23.1
2	23	88.5	93	79.5	20	76.9
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	12	46.2	86	73.5	12	46.2
2	14	53.8	30	25.6	14	53.8
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	8	30.8	44	37.6	11	42.3
2	17	65.4	73	62.4	14	53.8
No response	1	3.8	0	0.0	1	3.8
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.						
5.1	12	46.2	70	59.8	15	57.7
2	14	53.8	47	40.2	11	42.3
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.						
6.1	25	96.2	113	96.6	24	92.3
2	1	3.8	3	2.5	2	7.7
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.						
7.1	16	61.5	71	60.7	11	42.3
2	10	38.5	46	39.3	15	57.7
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the behavior of those who come into the library.						
8.1	16	61.5	56	47.8	10	38.5
2	10	38.5	60	51.3	16	61.5
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.

2 A campus that is continually changing--little opportunity for traditional patterns to develop.

9.1	10	38.5	68	58.1	16	61.5
2	16	61.5	46	39.3	10	38.5
No response	0	0.0	3	2.6	0	0.0
Total	26	100.0	117	100.0	26	100.0

10.1 Faculty sit with students in campus eating places.

2 Faculty do not sit with students in campus eating places.

10.1	18	69.2	101	86.3	24	92.3
2	8	30.8	16	13.7	2	7.7
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

11.1 Current pattern of classes during 15 week semester.

2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.

11.1	12	46.2	70	59.8	17	65.4
2	14	53.8	46	39.3	9	34.6
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

12.1 Come to campus for social, recreational, and/or cultural events.

2 Come to campus for classes only.

12.1	21	80.8	82	70.1	18	69.2
2	5	19.2	34	29.0	8	30.8
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.						
13.1	18	69.2	82	70.1	13	50.0
2	8	30.8	35	29.9	13	50.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.						
14.1	20	76.9	70	59.8	13	50.0
2	6	23.1	47	40.2	13	50.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.						
15.1	19	73.1	83	70.9	12	46.2
2	7	26.9	33	28.2	14	53.8
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.						
16.1	20	76.9	90	76.9	15	57.7
2	6	23.1	26	22.2	11	42.3
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

The Faculty

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

17.1 Serious.
2 Entertaining.

17.1	13	50.0	69	59.0	19	73.1
2	11	42.3	43	36.7	6	23.1
No response	2	7.7	5	4.3	1	3.8
Total	26	100.0	117	100.0	26	100.0

18.1 Highly specialized interests.
2 Broad general interests.

18.1	13	50.0	58	49.6	11	42.3
2	13	50.0	58	49.6	14	53.8
No response	0	0.0	1	0.9	1	3.8
Total	26	100.0	117	100.0	26	100.0

19.1 Reputation for scholarly writing and research in his field.
2 Reputation as an interesting teacher who grades fairly.

19.1	7	26.9	46	39.3	6	23.1
2	19	73.1	70	59.8	19	73.1
No response	0	0.0	1	0.9	1	3.8
Total	26	100.0	117	100.0	26	100.0

20.1 Relatively oblivious to what students say, do, and think outside of his classroom.
2 Interested in many facets of student life.

20.1	5	19.2	15	12.8	14	15.4
2	21	80.8	102	87.2	22	84.6
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.						
21.1	9	34.6	38	32.5	8	30.8
2	16	61.5	78	66.6	18	69.2
No response	1	3.8	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

Classmates

22.1 Classmates who are courteous but impersonal. 2 Classmates who seem to want to know me better.						
22.1	9	34.6	26	22.2	6	23.1
2	17	65.4	91	77.8	20	76.9
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc. 2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.						
23.1	3	11.5	11	9.4	4	15.4
2	23	88.5	106	90.6	22	84.6
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics. 2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.						
24.1	14	53.8	72	61.5	19	73.1
2	12	46.2	45	38.5	7	26.9
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

25.1 Classmates who are rather highly competitive.

2 Classmates who would help me with my studies if they were able.

25.1	8	30.8	43	36.8	8	30.8
2	18	69.2	72	61.5	18	69.2
No response	0	0.0	2	1.7	0	0.0
Total	26	100.0	117	100.0	26	100.0

26.1 Classmates who are interested primarily in children and teaching.

2 Classmates who are interested primarily in their major subject.

26.1	20	76.9	85	72.6	19	73.1
2	6	23.1	31	26.5	6	23.1
No response	0	0.0	1	0.9	1	3.8
Total	26	100.0	117	100.0	26	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.

2 Students attend professional classes in street-wear type of clothing.

27.1	5	19.2	17	14.5	2	7.7
2	21	80.8	100	85.5	24	92.3
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.

2 A professional school that accepts and graduates all prospective teachers who meet requirements.

28.1	2	7.7	39	33.3	14	53.8
2	24	92.3	78	66.7	12	46.2
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1	A professional school that makes rigorous demands upon the students, but graduates excellent beginning teachers.					
2	A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.					
29.1	12	46.2	72	61.5	21	80.8
2	14	53.8	45	38.5	5	19.2
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
30.1	Teacher education curriculum that offers few electives.					
2	Teacher education curriculum that offers many electives.					
30.1	2	7.7	15	12.8	4	15.4
2	24	92.3	102	87.2	22	84.6
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
31.1	At least 3/4 of a student's total program of preparation for teaching in liberal arts.					
2	Less than 3/4 of a student's total program of preparation for teaching in liberal arts.					
31.1	17	65.4	74	63.2	19	73.1
2	9	34.6	43	36.8	7	26.9
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
32.1	A curriculum that is really challenging, even if it does require a great deal of time and work.					
2	A curriculum that is relatively easy, even if a little boring at times.					
32.1	25	96.2	116	99.1	26	100.0
2	1	3.8	1	.9	0	.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

33.1 Theoretical emphasis in program of preparation for teaching.
 2 Practical emphasis in program of preparation for teaching.

33.1	4	15.4	11	9.4	1	3.8
2	22	84.6	106	90.6	24	92.3
No response	0	0.0	0	0.0	1	3.8
Total	26	100.0	117	100.0	26	100.0

34.1 Bachelor's degree required for admission to a College of Education.
 2 Two years of college required for admission to a College of Education.

34.1	3	11.5	23	19.7	7	26.9
2	22	84.6	94	80.3	19	73.1
No response	1	3.8	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.
 2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.

35.1	19	73.1	79	67.5	17	65.4
2	7	26.9	35	29.9	9	34.6
No response	0	0.0	3	2.6	0	0.0
Total	26	100.0	117	100.0	26	100.0

36.1 Courses in which class meetings usually follow a routine procedure.
 2 Courses in which class procedure is likely to vary from meeting to meeting.

36.1	4	15.4	28	23.9	7	26.9
2	22	84.6	88	75.2	19	73.1
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

37.1 Course taught as a discipline separate from other fields of study.
 2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.

37.1	0	0.0	14	12.0	5	19.2
2	26	100.0	102	87.1	21	80.8
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

38.1 Class sessions that last for 2 or 3 hours.
 2 Class sessions that last for 1 hour.

38.1	11	42.3	36	30.8	8	30.8
2	15	57.7	81	69.2	18	69.2
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.
 2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.

39.1	13	50.0	61	52.1	12	46.2
2	12	46.2	54	46.1	14	53.8
No response	1	3.8	2	1.8	0	0.0
Total	26	100.0	117	100.0	26	100.0

40.1 Course follows text book and/or other printed materials.
 2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.

40.1	12	46.2	52	44.4	10	38.5
2	14	53.8	64	54.7	16	61.5
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

41.1 Professor lectures a large part of the time.
2 Professor lectures a small part of the time.

41.1	10	38.5	55	47.0	11	42.3
2	15	57.7	59	50.4	15	57.7
No response	1	3.8	3	2.6	0	0.0
Total	26	100.0	117	100.0	26	100.0

42.1 Professor is concerned primarily with broad overview.
2 Professor is concerned primarily with specific instances.

42.1	22	84.6	92	78.6	17	65.4
2	4	15.4	24	20.5	9	34.6
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

43.1 Theoretical content of a course taught by lecture, discussion, films and readings.
2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.

43.1	5	19.2	37	31.6	13	50.0
2	21	80.8	80	68.4	13	50.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

44.1 Class discussion time used primarily for questions or problems posed by professor.
2 Class discussion time used primarily for questions or problems posed by students.

44.1	4	15.4	34	29.0	14	53.8
2	22	84.6	83	71.0	12	46.2
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.						
45.1	13	50.0	57	48.7	11	42.3
2	13	50.0	59	50.4	14	53.8
No response	0	0.0	1	0.9	1	3.8
Total	26	100.0	117	100.0	26	100.0
46.1 Frequent tests. 2 Few or no tests.						
46.1	19	73.1	68	58.1	14	53.8
2	7	26.9	48	41.0	12	46.2
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.						
47.1	5	19.2	61	52.1	13	50.0
2	21	80.8	56	47.9	13	50.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.						
48.1	14	53.8	69	59.0	20	76.9
2	12	46.2	47	40.1	6	23.1
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

49.1 Investigate a problem. Report findings in a written report turned in to professor.

2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.

49.1	8	30.8	44	37.6	8	30.8
2	18	69.2	72	61.5	18	69.2
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

50.1 Discussion group of about 30 students and professor.

2 Discussion group of about 6 students--professor visits among groups.

50.1	9	34.6	54	46.2	18	69.2
2	17	65.4	63	53.8	7	26.9
No response	0	0.0	0	0.0	1	3.8
Total	26	100.0	117	100.0	26	100.0

51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.

2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.

51.1	3	11.5	32	27.4	10	38.5
2	23	88.5	85	72.6	16	61.5
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.

2 Student completes projects assigned by professor or chosen from professor's list.

52.1	16	61.5	74	63.2	16	61.5
2	10	38.5	42	35.9	10	38.5
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

53.1 Same requirements for all students registered in a course.
2 Course requirements tailored to the individual student.

53.1	15	57.7	77	65.8	14	53.8
2	11	42.3	40	34.2	12	46.2
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

54.1 Professor determines course objectives, content, procedures, etc.
2 Professor and students together determine course objectives, content, procedures, etc.

54.1	12	46.2	36	30.8	13	50.0
2	14	53.8	81	69.2	13	50.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

55.1 Choose own College of Education curriculum.
2 Consult counselor for assistance in selecting College of Education curriculum.

55.1	1	3.8	19	16.2	5	19.2
2	25	96.2	98	83.8	21	80.8
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

56.1 Work on projects or assignments with a small group of other students.
2 Work independently on projects or assignments.

56.1	17	65.4	70	59.8	11	42.3
2	8	30.8	47	40.2	15	57.7
No response	1	3.8	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests. 2 Course graded chiefly on tests and other work.						
57.1	1	3.8	6	5.1	5	19.2
2	25	96.2	111	94.9	21	80.8
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
58.1 Professor determines evaluation procedure for course. 2 Professor and students together determine evaluation procedure for course.						
58.1	12	46.2	33	28.2	11	42.3
2	14	53.8	84	71.8	15	57.7
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
59.1 Professor determines final grade. 2 Professor and student together evaluate work done in course.						
59.1	10	38.5	43	36.8	13	50.0
2	16	61.5	74	63.2	13	50.0
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
60.1 Grade based on objective quality of work completed. 2 Important consideration given to effort, improvement, etc. in determining grade.						
60.1	5	19.2	23	19.7	10	38.5
2	21	80.8	94	80.3	16	61.5
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	13	50.0	61	52.1	15	57.7
2	13	50.0	55	47.0	11	42.3
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	14	53.8	79	67.5	18	69.2
2	12	46.2	37	31.6	8	30.8
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	15	57.7	59	50.4	12	46.2
2	11	42.3	58	49.6	14	53.8
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	14	53.8	55	47.0	10	38.5
2	12	46.2	61	52.1	16	61.5
No response	0	0.0	1	0.9	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J--Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

65.1 Student teaching assignments only in neighborhoods similar to my own.

2 Student teaching assignments in neighborhoods both similar to and different from my own.

65.1	4	15.4	7	6.0	2	7.7
2	22	84.6	110	94.0	24	92.3
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

66.1 Student teaching all day.

2 Student teaching half a day, classes on campus half a day.

66.1	8	30.8	47	40.2	7	26.9
2	18	69.2	70	59.8	19	73.1
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).

2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.

67.1	16	61.5	72	61.5	17	65.4
2	10	38.5	45	38.5	9	34.6
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.

2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.

68.1	9	34.6	68	58.1	10	38.5
2	17	65.4	49	41.9	16	61.5
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX J—Continued

Preference	2.25 or Lower		2.50 - 2.99		3.25 or Higher	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom.						
2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	16	61.5	88	75.2	17	65.4
2	10	38.5	29	24.8	9	34.6
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
70.1 College supervisor confers with student teacher before leaving contact school.						
2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	16	61.5	82	70.0	20	76.9
2	10	38.5	35	30.0	6	23.1
No response	0	0.0	0	0.0	0	0.0
Total	26	100.0	117	100.0	26	100.0
71.1 Same college supervisor for more than one contact.						
2 Different college supervisor with each contact.						
71.1	12	46.2	46	39.3	9	34.6
2	14	53.8	69	59.0	17	65.4
No response	0	0.0	2	1.7	0	0.0
Total	26	100.0	117	100.0	26	100.0

APPENDIX K

RESPONSES TO SCHEDULE III -- (PREFERENCES)

EMPLOYMENT

APPENDIX K

RESPONSES TO SCHEDULE III -- (PREFERENCES)
EMPLOYMENTThe Campus

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	54	69.2	38	73.1	44	73.3
2	24	30.8	14	26.9	16	26.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	27	34.6	7	13.5	17	28.3
2	51	65.4	45	86.5	43	71.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	50	64.1	36	69.2	38	63.3
2	28	35.9	16	30.8	21	35.0
No response	0	0.0	0	0.0	1	0.0
Total	78	100.0	52	100.0	60	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	39	50.0	19	36.5	21	35.0
2	38	48.7	33	63.5	39	65.0
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX E-Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.						
5.1	48	61.5	32	61.5	34	56.7
2	30	38.5	20	38.5	26	43.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.						
6.1	74	94.9	52	100.0	58	96.7
2	4	5.1	0	.0	2	3.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.						
7.1	39	50.0	26	50.0	36	60.0
2	38	48.7	26	50.0	24	40.0
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the be- havior of those who come into the library.						
8.1	40	51.3	35	67.3	40	66.7
2	38	48.7	17	32.7	19	31.7
No response	0	0.0	0	0.0	1	1.7
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.						
2 A campus that is continually changing--little opportunity for traditional patterns to develop.						
9.1	43	55.1	32	61.5	34	56.7
2	34	43.6	20	38.5	26	43.3
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
10.1 Faculty sit with students in campus eating places.						
2 Faculty do not sit with students in campus eating places.						
10.1	69	88.5	43	82.7	42	70.0
2	9	11.5	9	17.3	18	30.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
11.1 Current pattern of classes during 15 week semester.						
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.						
11.1	46	59.0	31	59.6	33	55.0
2	31	39.7	20	38.5	27	45.0
No response	1	1.3	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0
12.1 Come to campus for social, recreational, and/or cultural events.						
2 Come to campus for classes only.						
12.1	54	69.2	41	78.8	41	68.3
2	24	30.8	11	21.2	19	31.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.						
13.1	47	60.3	43	82.7	40	66.7
2	31	39.7	9	17.3	20	33.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.						
14.1	40	51.3	34	65.4	41	68.3
2	38	48.7	18	34.6	19	31.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.						
15.1	48	61.5	32	61.5	41	68.3
2	30	38.5	20	38.5	19	31.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.						
16.1	58	74.4	37	71.2	44	73.3
2	20	25.6	15	28.8	16	26.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

The Faculty

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

17.1 Serious.
2 Entertaining.

17.1	44	56.4	31	59.6	39	65.0
2	30	38.5	20	38.5	19	31.7
No response	4	5.1	1	1.9	2	3.3
Total	78	100.0	52	100.0	60	100.0

18.1 Highly specialized interests.
2 Broad general interests.

18.1	39	50.0	24	46.2	29	48.3
2	37	47.4	27	51.9	31	51.7
No response	2	2.6	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0

19.1 Reputation for scholarly writing and research in his field.
2 Reputation as an interesting teacher who grades fairly.

19.1	21	26.9	13	25.0	15	25.0
2	56	71.8	38	73.1	45	75.0
No response	1	1.3	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0

20.1 Relatively oblivious to what students say, do, and think outside
of his classroom.
2 Interested in many facets of student life.

20.1	12	15.4	7	13.5	14	23.3
2	66	84.6	45	86.5	46	76.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.						
21.1	23	29.5	16	30.8	29	48.3
2	55	70.5	36	69.2	30	50.0
No response	0	0.0	0	0.0	1	1.7
Total	78	100.0	52	100.0	60	100.0

Classmates

22.1 Classmates who are courteous but impersonal. 2 Classmates who seem to want to know me better.						
22.1	19	24.4	10	19.2	17	28.3
2	59	75.6	42	80.8	43	71.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc. 2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.						
23.1	11	14.1	4	7.7	8	13.3
2	67	85.9	48	92.3	52	86.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics. 2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.						
24.1	46	59.0	36	69.2	36	60.0
2	32	41.0	16	30.8	24	40.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

25.1 Classmates who are rather highly competitive.

2 Classmates who would help me with my studies if they were able.

25.1	30	38.5	18	34.6	19	31.7
2	47	60.3	33	63.5	41	68.3
No response	1	1.3	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0

26.1 Classmates who are interested primarily in children and teaching.

2 Classmates who are interested primarily in their major subject.

26.1	54	69.2	30	57.7	46	76.7
2	22	28.2	21	40.4	14	23.3
No response	2	2.6	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.

2 Students attend professional classes in street-wear type of clothing.

27.1	11	14.1	4	7.7	3	5.0
2	67	85.9	48	92.3	57	95.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.

2 A professional school that accepts and graduates all prospective teachers who meet requirements.

28.1	26	33.3	15	28.8	16	26.7
2	52	66.7	37	71.2	44	73.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1	A professional school that makes rigorous demands upon the students, but graduates excellent beginning teachers.					
2	A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.					
No response	50	64.1	30	57.7	30	50.0
	28	35.9	22	42.3	30	50.0
	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
30.1	Teacher education curriculum that offers few electives.					
2	Teacher education curriculum that offers many electives.					
No response	9	11.5	4	7.7	16	26.7
	69	88.5	48	92.3	44	73.3
	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
31.1	At least 3/4 of a student's total program of preparation for teaching in liberal arts.					
2	Less than 3/4 of a student's total program of preparation for teaching in liberal arts.					
No response	55	70.5	38	73.1	36	60.0
	23	29.5	14	26.9	24	40.0
	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
32.1	A curriculum that is really challenging, even if it does require a great deal of time and work.					
2	A curriculum that is relatively easy, even if a little boring at times.					
No response	77	98.7	51	98.1	58	96.7
	1	1.3	1	1.9	2	3.3
	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

33.1 Theoretical emphasis in program of preparation for teaching.
2 Practical emphasis in program of preparation for teaching.

33.1	7	9.0	7	13.5	6	10.0
2	70	89.7	45	86.5	54	90.0
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

34.1 Bachelor's degree required for admission to a College of Education.
2 Two years of college required for admission to a College of Education.

34.1	22	28.2	6	11.5	11	18.3
2	56	71.8	46	88.5	49	81.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.
2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.

35.1	51	65.4	43	82.7	41	68.3
2	26	33.3	9	17.3	19	31.7
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

36.1 Courses in which class meetings usually follow a routine procedure.
2 Courses in which class procedure is likely to vary from meeting to meeting.

36.1	25	32.1	10	19.2	15	25.0
2	53	67.9	42	80.8	45	75.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

37.1 Course taught as a discipline separate from other fields of study.
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.

37.1	6	7.7	5	9.6	8	13.3
2	72	92.3	47	90.4	52	86.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

38.1 Class sessions that last for 2 or 3 hours.
2 Class sessions that last for 1 hour.

38.1	27	34.6	15	28.8	24	40.0
2	50	64.1	37	71.2	36	60.0
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.

39.1	40	51.3	25	48.1	36	60.0
2	37	47.4	27	51.9	24	40.0
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

40.1 Course follows text book and/or other printed materials.
2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.

40.1	28	35.9	22	42.3	32	53.3
2	50	64.1	30	57.7	28	46.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	40	51.3	21	40.4	27	45.0
2	36	46.2	31	59.6	33	55.0
No response	2	2.6	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	62	79.5	41	78.8	47	78.3
2	14	17.9	11	21.2	13	21.7
No response	2	2.6	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	22	28.2	22	42.3	18	30.0
2	56	71.8	29	55.8	42	70.0
No response	0	0.0	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.						
44.1	26	33.3	18	34.6	18	30.0
2	52	66.7	34	65.4	42	70.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.						
45.1	38	48.7	18	34.6	38	63.3
2	36	46.2	34	65.4	22	36.7
No response	4	5.1	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
46.1 Frequent tests. 2 Few or no tests.						
46.1	44	56.4	31	59.6	32	53.3
2	34	43.6	21	40.4	27	45.0
No response	0	0.0	0	0.0	1	1.7
Total	78	100.0	52	100.0	60	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.						
47.1	44	56.4	25	48.1	20	33.3
2	34	43.6	27	51.9	40	66.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.						
48.1	50	64.1	34	65.4	26	43.3
2	28	35.9	17	32.7	34	56.7
No response	0	0.0	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
49.1 Investigate a problem. Report findings in a written report turned in to professor.						
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.						
49.1	28	35.9	18	34.6	21	35.0
2	49	62.8	34	65.4	38	63.3
No response	1	1.3	0	0.0	1	1.7
Total	78	100.0	52	100.0	60	100.0
50.1 Discussion group of about 30 students and professor.						
2 Discussion group of about 6 students--professor visits among groups.						
50.1	36	46.2	26	50.0	28	46.7
2	41	52.6	26	50.0	32	53.3
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.						
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.						
51.1	22	28.2	12	23.1	19	31.7
2	56	71.8	40	76.9	41	68.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.						
2 Student completes projects assigned by professor or chosen from professor's list.						
52.1	49	62.8	31	59.6	33	55.0
2	29	37.2	21	40.4	27	45.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

53.1 Same requirements for all students registered in a course.
2 Course requirements tailored to the individual student.

53.1	51	65.4	33	63.5	34	56.7
2	27	34.6	19	36.5	26	43.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

54.1 Professor determines course objectives, content, procedures, etc.
2 Professor and students together determine course objectives, content, procedures, etc.

54.1	29	37.2	20	38.5	32	53.3
2	49	62.8	32	61.5	28	46.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

55.1 Choose own College of Education curriculum.
2 Consult counselor for assistance in selecting College of Education curriculum.

55.1	14	17.9	11	21.2	7	11.7
2	64	82.1	41	78.8	53	88.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

56.1 Work on projects or assignments with a small group of other students.

2 Work independently on projects or assignments.

56.1	36	46.2	23	44.2	36	60.0
2	40	51.3	29	55.8	24	40.0
No response	2	2.6	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

57.1 Course graded chiefly on tests.

2 Course graded chiefly on tests and other work.

57.1	6	7.7	3	5.8	3	5.0
2	72	92.3	49	94.2	56	93.3
No response	0	0.0	0	0.0	1	1.7
Total	78	100.0	52	100.0	60	100.0

58.1 Professor determines evaluation procedure for course.

2 Professor and students together determine evaluation procedure for course.

58.1	30	38.5	17	32.7	26	43.3
2	48	61.5	35	67.3	34	56.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

59.1 Professor determines final grade.

2 Professor and student together evaluate work done in course.

59.1	36	46.2	19	36.5	27	45.0
2	42	53.8	33	63.5	33	55.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

60.1 Grade based on objective quality of work completed.

2 Important consideration given to effort, improvement, etc. in determining grade.

60.1	19	24.4	14	26.9	19	31.7
2	59	75.6	38	73.1	41	68.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	36	46.2	30	57.7	28	46.7
2	42	53.8	22	42.3	32	53.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	48	61.5	34	65.4	35	58.3
2	30	38.5	17	32.7	25	41.7
No response	0	0.0	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	34	43.6	23	44.2	30	50.0
2	44	56.4	28	53.8	30	50.0
No response	0	0.0	1	1.9	0	0.0
Total	78	100.0	52	100.0	60	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	31	39.7	30	57.7	29	48.3
2	47	60.3	22	42.3	31	51.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

65.1 Student teaching assignments only in neighborhoods similar to my own.

2 Student teaching assignments in neighborhoods both similar to and different from my own.

65.1	7	9.0	7	13.5	5	8.3
2	71	91.0	45	86.5	54	90.0
No response	0	0.0	0	0.0	1	1.7
Total	78	100.0	52	100.0	60	100.0

66.1 Student teaching all day.

2 Student teaching half a day, classes on campus half a day.

66.1	32	41.0	20	38.5	22	36.7
2	46	59.0	32	61.5	38	63.3
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).

2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.

67.1	52	66.7	35	67.3	35	58.3
2	26	33.3	17	32.7	25	41.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.

2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.

68.1	41	52.6	32	61.5	29	48.3
2	37	47.4	20	38.5	31	51.7
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX K--Continued

Preference	Not Employed		Employed 15 Hrs. Or Less Per Week		Employed 31 Hrs. Or More Per Week	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom.						
2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	53	67.9	36	69.2	39	65.0
2	25	32.1	16	30.8	21	35.0
No response	0	0.0	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
70.1 College supervisor confers with student teacher before leaving contact school.						
2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	53	67.9	35	67.3	39	65.0
2	24	30.8	17	32.7	21	35.0
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0
71.1 Same college supervisor for more than one contact.						
2 Different college supervisor with each contact.						
71.1	27	34.6	17	32.7	28	46.7
2	50	64.1	34	65.4	32	53.3
No response	1	1.3	0	0.0	0	0.0
Total	78	100.0	52	100.0	60	100.0

APPENDIX I

RESPONSES TO SCHEDULE III -- (PREFERENCES)

COLLEGES ATTENDED

APPENDIX L

RESPONSES TO SCHEDULE III -- (PREFERENCES)
COLLEGES ATTENDEDThe Campus

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.				
2 Appearance of the University campus is relatively unimportant.				
1.1	81	69.8	119	73.9
2	35	30.2	42	26.1
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.				
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.				
2.1	24	20.7	44	27.3
2	92	79.3	117	72.7
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.				
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.				
3.1	81	69.8	106	65.8
2	35	30.2	54	33.5
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.				
2 I like to have classes meet in rooms located in various parts of the campus.				
4.1	39	33.6	62	38.5
2	76	65.5	98	60.9
No response	1	0.9	1	0.6
Total	116	100.0	161	100.0

APPENDIX I--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
5.1 Bells to signal the end of the class period. 2 Classes begin and end without bells.				
5.1	83	71.6	85	52.8
2	33	28.4	76	47.2
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
6.1 Movable furniture in University classrooms. 2 Non-movable furniture in University classrooms.				
6.1	113	97.4	154	95.7
2	2	1.7	7	4.3
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0
7.1 Classes in which smoking is permitted. 2 Classes in which smoking is not permitted.				
7.1	68	58.6	82	50.9
2	48	41.4	78	48.4
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
8.1 A University library in which "no talking" rules are enforced by the staff. 2 A University library in which the staff does not supervise the behavior of those who come into the library.				
8.1	63	54.3	92	57.1
2	53	45.7	68	42.2
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.				
2 A campus that is continually changing--little opportunity for traditional patterns to develop.				
9.1	60	51.7	97	60.2
2	54	46.6	63	39.1
No response	2	1.7	1	0.6
Total	116	100.0	161	100.0
10.1 Faculty sit with students in campus eating places.				
2 Faculty do not sit with students in campus eating places.				
10.1	104	89.7	129	80.1
2	12	10.3	32	19.9
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
11.1 Current pattern of classes during 15 week semester.				
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.				
11.1	71	61.2	90	55.9
2	44	37.9	70	43.5
No response	1	0.9	1	0.6
Total	116	100.0	161	100.0
12.1 Come to campus for social, recreational, and/or cultural events.				
2 Come to campus for classes only.				
12.1	91	78.4	116	72.0
2	25	21.6	44	27.3
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.				
13.1	88	75.9	108	67.1
2	28	24.1	52	32.3
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.				
14.1	73	62.9	94	58.4
2	43	37.1	66	41.0
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.				
15.1	82	70.7	105	65.2
2	33	28.4	56	34.8
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.				
16.1	87	75.0	119	73.9
2	28	24.1	42	26.1
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0

APPENDIX I--Continued

The Faculty

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
17.1 Serious. 2 Entertaining				
17.1	60	51.7	103	64.0
2	53	45.7	51	31.7
No response	3	2.6	7	4.3
Total	116	100.0	161	100.0
18.1 Highly specialized interests. 2 Broad general interests.				
18.1	50	43.1	85	52.8
2	64	55.2	75	46.6
No response	2	1.7	1	0.6
Total	116	100.0	161	100.0
19.1 Reputation for scholarly writing and research in his field. 2 Reputation as an interesting teacher who grades fairly.				
19.1	34	29.3	56	34.8
2	81	69.8	104	64.6
No response	1	0.9	1	0.6
Total	116	100.0	161	100.0
20.1 Relatively oblivious to what students say, do, and think outside of his classroom. 2 Interested in many facets of student life.				
20.1	16	13.8	26	16.1
2	100	86.2	135	83.9
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

APPENDIX I—Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.				
21.1	30	25.9	62	38.5
2	84	72.4	98	60.9
No response	2	1.7	1	0.6
Total	116	100.0	161	100.0

Classmates

22.1 Classmates who are courteous but impersonal. 2 Classmates who seem to want to know me better.				
22.1	19	16.4	40	24.8
2	97	83.6	121	75.2
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc. 2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.				
23.1	13	11.2	20	12.4
2	103	88.8	141	87.6
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics. 2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.				
24.1	68	58.6	101	62.7
2	48	41.4	59	36.6
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0

APPENDIX I--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent

25.1 Classmates who are rather highly competitive.

2 Classmates who would help me with my studies if they were able.

25.1	33	28.4	70	43.5
2	82	70.7	90	55.9
No response	1	0.9	1	0.6
Total	116	100.0	161	100.0

26.1 Classmates who are interested primarily in children and teaching.

2 Classmates who are interested primarily in their major subject.

26.1	78	67.2	110	68.3
2	37	31.9	47	29.2
No response	1	0.9	4	2.5
Total	116	100.0	161	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.

2 Students attend professional classes in street-wear type of clothing.

27.1	12	10.3	17	10.6
2	103	88.8	144	89.4
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.

2 A professional school that accepts and graduates all prospective teachers who meet requirements.

28.1	49	42.2	48	29.8
2	67	57.8	113	70.2
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.				
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.				
29.1	77	66.4	95	59.0
2	39	33.6	66	41.0
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
30.1 Teacher education curriculum that offers few electives.				
2 Teacher education curriculum that offers many electives.				
30.1	10	8.6	25	15.5
2	106	91.4	136	84.5
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.				
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.				
31.1	74	63.8	106	65.8
2	42	36.2	55	34.2
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.				
2 A curriculum that is relatively easy, even if a little boring at times.				
32.1	113	97.4	158	98.1
2	3	2.6	3	1.9
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching. 2 Practical emphasis in program of preparation for teaching.				
33.1	10	8.6	17	10.6
2	106	91.4	142	88.2
No response	0	0.0	2	1.2
Total	116	100.0	161	100.0
34.1 Bachelor's degree required for admission to a College of Education. 2 Two years of college required for admission to a College of Education.				
34.1	15	12.9	37	23.0
2	101	87.1	122	75.8
No response	0	0.0	2	1.2
Total	116	100.0	161	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty. 2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.				
35.1	80	69.0	112	69.6
2	33	28.4	49	30.4
No response	3	2.6	0	0.0
Total	116	100.0	161	100.0
36.1 Courses in which class meetings usually follow a routine procedure. 2 Courses in which class procedure is likely to vary from meeting to meeting.				
36.1	18	15.5	49	30.4
2	98	84.5	111	68.9
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
37.1 Course taught as a discipline separate from other fields of study.				
2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.				
37.1	9	7.8	20	12.4
2	107	92.2	139	86.3
No response	0	0.0	2	1.2
Total	116	100.0	161	100.0
38.1 Class sessions that last for 2 or 3 hours.				
2 Class sessions that last for 1 hour.				
38.1	34	29.3	56	34.8
2	82	70.7	104	64.6
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location.				
2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.				
39.1	49	42.2	97	60.2
2	65	56.0	62	38.5
No response	2	1.7	2	1.2
Total	116	100.0	161	100.0
40.1 Course follows text book and/or other printed materials.				
2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.				
40.1	39	33.6	65	40.4
2	77	66.4	95	59.0
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.				
41.1	44	37.9	82	50.9
2	71	61.2	76	47.2
No response	1	0.9	3	1.9
Total	116	100.0	161	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.				
42.1	91	78.4	128	79.5
2	24	20.7	32	19.9
No response	1	0.9	1	0.6
Total	116	100.0	161	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.				
43.1	41	35.3	47	29.2
2	74	63.8	113	70.2
No response	1	0.9	1	0.6
Total	116	100.0	161	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.				
44.1	35	30.2	52	32.3
2	81	69.8	109	67.7
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.				
45.1	57	49.1	78	48.4
2	58	50.0	80	49.7
No response	1	0.9	3	1.9
Total	116	100.0	161	100.0
46.1 Frequent tests. 2 Few or no tests.				
46.1	69	59.5	95	59.0
2	47	40.5	65	40.4
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.				
47.1	55	47.4	75	46.6
2	61	52.6	86	53.4
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.				
48.1	80	69.0	91	56.5
2	35	30.2	70	43.5
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0

APPENDIX I--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
49.1 Investigate a problem. Report findings in a written report turned in to professor.				
2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.				
49.1	43	37.1	53	32.9
2	73	62.9	106	65.8
No response	0	0.0	2	1.2
Total	116	100.0	161	100.0
50.1 Discussion group of about 30 students and professor.				
2 Discussion group of about 6 students--professor visits among groups.				
50.1	50	43.1	80	49.7
2	66	56.9	80	49.7
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.				
2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.				
51.1	34	29.3	43	26.7
2	82	70.7	118	73.3
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.				
2 Student completes projects assigned by professor or chosen from professor's list.				
52.1	75	64.7	100	62.1
2	40	34.5	61	37.9
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0

APPENDIX I--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.				
53.1	70	60.3	97	60.2
2	46	39.7	64	39.8
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
54.1 Professor determines course objectives, content, procedures, etc. 2 Professor and students together determine course objectives, content, procedures, etc.				
54.1	40	34.5	67	41.6
2	76	65.5	94	58.4
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Education curriculum.				
55.1	22	19.0	23	14.3
2	94	81.0	138	85.7
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
56.1 Work on projects or assignments with a small group of other students. 2 Work independently on projects or assignments.				
56.1	62	53.4	89	55.3
2	54	46.6	70	43.5
No response	0	0.0	2	1.2
Total	116	100.0	161	100.0

APPENDIX I--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests. 2 Course graded chiefly on tests and other work.				
57.1	5	4.3	12	7.5
2	111	95.7	148	91.9
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
58.1 Professor determines evaluation procedure for course. 2 Professor and students together determine evaluation procedure for course.				
58.1	37	31.9	60	37.3
2	79	68.1	101	62.7
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
59.1 Professor determines final grade. 2 Professor and student together evaluate work done in course.				
59.1	43	37.1	63	39.1
2	73	62.9	98	60.9
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
60.1 Grade based on objective quality of work completed. 2 Important consideration given to effort, improvement, etc. in determining grade.				
60.1	25	21.6	50	31.1
2	91	78.4	111	68.9
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.				
2 Experience with children desirable but not necessary before beginning student teaching.				
61.1	62	53.4	81	50.3
2	53	45.7	80	49.7
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.				
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.				
62.1	72	62.1	108	67.1
2	43	37.1	53	32.9
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.				
2 Prefer not to have orientation to student teaching in a camp setting.				
63.1	51	44.0	85	52.8
2	64	55.2	76	47.2
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.				
2 No practice teaching with classmates before beginning student teaching in a school with children.				
64.1	53	45.7	81	50.3
2	62	53.4	80	49.7
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own. 2 Student teaching assignments in neighborhoods both similar to and different from my own.				
65.1	12	10.3	10	6.2
2	104	89.7	150	93.2
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
66.1 Student teaching all day. 2 Student teaching half a day, classes on campus half a day.				
66.1	44	37.9	58	36.0
2	72	62.1	103	64.0
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester). 2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.				
67.1	79	68.1	101	62.7
2	37	31.9	60	37.3
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact. 2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.				
68.1	64	55.2	80	49.7
2	51	44.0	81	50.3
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0

APPENDIX L--Continued

Preference	Wayne Is Only College Ever Attended		Have Attended College(s) Other Than Wayne	
	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom.				
2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.				
69.1	77	66.4	112	69.6
2	39	33.6	49	30.4
No response	0	0.0	0	0.0
Total	116	100.0	161	100.0
70.1 College supervisor confers with student teacher before leaving contact school.				
2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.				
70.1	84	72.4	107	66.5
2	32	27.6	53	32.9
No response	0	0.0	1	0.6
Total	116	100.0	161	100.0
71.1 Same college supervisor for more than one contact.				
2 Different college supervisor with each contact.				
71.1	49	42.2	60	37.3
2	65	56.0	101	62.7
No response	1	0.9	0	0.0
Total	116	100.0	161	100.0

APPENDIX M

RESPONSES TO SCHEDULE III -- (PREFERENCES)

PERMISSIVE-RESTRICTIVE-TOTAL

APPENDIX M

RESPONSES TO SCHEDULE III -- (PREFERENCES)
PERMISSIVE - RESTRICTIVE - TOTALThe Campus

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1.1 Aesthetic design and maintenance of the University campus is very important.						
2 Appearance of the University campus is relatively unimportant.						
1.1	13	72.2	10	83.3	204	72.1
2	5	27.8	2	16.7	79	27.9
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
2.1 Classrooms, laboratories and libraries are the only really important parts of a University campus.						
2 Facilities for meetings of extra-curricular groups, meals and snacks, recreation, lounging, etc. are essential parts of a University campus.						
2.1	5	27.8	2	16.7	70	24.7
2	13	72.2	10	83.3	213	75.3
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
3.1 I am rather easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
2 I am not easily distracted by poor conditions of light, temperature, humidity, noise, etc.						
3.1	9	50.0	7	58.3	190	67.1
2	9	50.0	5	41.7	92	32.5
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
4.1 So far as possible, I prefer to have all of my classes in the same or a nearby room.						
2 I like to have classes meet in rooms located in various parts of the campus.						
4.1	5	27.8	7	58.3	104	36.7
2	12	66.7	5	41.7	177	62.5
No response	1	5.6	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

5.1 Bells to signal the end of the class period.
2 Classes begin and end without bells.

5.1	10	55.6	6	50.0	173	61.1
2	8	44.4	6	50.0	110	38.9
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

6.1 Movable furniture in university classrooms.
2 Non-movable furniture in university classrooms.

6.1	18	100.0	12	100.0	273	96.5
2	0	0.0	0	.0	9	3.2
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

7.1 Classes in which smoking is permitted.
2 Classes in which smoking is not permitted.

7.1	11	61.1	1	8.3	156	55.1
2	7	38.9	11	91.7	126	44.5
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

8.1 A university library in which "no talking" rules are enforced by the staff.

2 A university library in which the staff does not supervise the behavior of those who come into the library.

8.1	9	50.0	7	58.3	159	56.2
2	9	50.0	5	41.7	123	43.5
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
9.1 A campus that tends to perpetuate traditions, ceremonies, ways of doing things.						
2 A campus that is continually changing--little opportunity for traditional patterns to develop.						
9.1	9	50.0	8	66.7	161	56.9
2	9	50.0	3	25.0	119	42.0
No response	0	0.0	1	8.3	3	1.1
Total	18	100.0	12	100.0	283	100.0
10.1 Faculty sit with students in campus eating places.						
2 Faculty do not sit with students in campus eating places.						
10.1	16	88.9	7	58.3	237	83.7
2	2	11.1	5	41.7	46	16.3
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
11.1 Current pattern of classes during 15 week semester.						
2 Alternate pattern--classes meet during 10 weeks of the semester with 5 weeks interspersed for working outside of class, independently or with a few other students, on specific problems or projects.						
11.1	7	38.9	10	83.3	166	58.7
2	11	61.1	2	16.7	115	40.6
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
12.1 Come to campus for social, recreational, and/or cultural events.						
2 Come to campus for classes only.						
12.1	14	77.8	7	58.3	210	74.2
2	4	22.2	4	33.3	72	25.4
No response	0	0.0	1	8.3	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
13.1 Be a member of one or more campus organizations. 2 Prefer not to be involved in campus organizations.						
13.1	13	72.2	5	41.7	198	70.0
2	5	27.8	7	58.3	84	29.7
No response	0.	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
14.1 Hold office in a campus organization related to curriculum or profession. 2 Prefer not to hold office in a campus organization related to curriculum or profession.						
14.1	11	61.1	8	66.7	169	59.7
2	7	38.9	4	33.3	113	39.9
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
15.1 Participate with other College of Education students in informal physical recreation (swimming, dancing, bowling, softball, shuffleboard, or whatever). 2 Prefer not to participate with other College of Education students in informal physical recreation.						
15.1	11	61.1	9	75.0	191	67.5
2	7	38.9	3	25.0	91	32.2
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
16.1 Attend a social affair (dance, picnic, or whatever) for College of Education students and their guests. 2 Prefer not to attend a social affair for College of Education students and their guests.						
16.1	13	72.2	11	91.7	209	73.9
2	5	27.8	1	8.3	73	25.8
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M—Continued

The Faculty

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
17.1 Serious. 2 Entertaining.						
17.1	7	38.9	9	75.0	165	58.3
2	10	55.6	3	25.0	108	38.2
No response	1	5.6	0	0.0	10	3.5
Total	18	100.0	12	100.0	283	100.0
18.1 Highly specialized interests. 2 Broad general interests.						
18.1	6	33.3	8	66.7	138	48.8
2	12	66.7	4	33.3	142	50.2
No response	0	0.0	0	0.0	3	1.1
Total	18	100.0	12	100.0	283	100.0
19.1 Reputation for scholarly writing and research in his field. 2 Reputation as an interesting teacher who grades fairly.						
19.1	9	50.0	2	16.7	91	32.2
2	9	50.0	10	83.3	190	67.1
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
20.1 Relatively oblivious to what students say, do, and think outside of his classroom. 2 Interested in many facets of student life.						
20.1	2	11.1	2	16.7	43	15.2
2	16	88.9	10	83.3	240	84.8
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
21.1 Courteous, impersonal manner with students. 2 Friendly with each student individually.						
21.1	4	22.2	4	33.3	94	33.2
2	14	77.8	8	66.7	186	65.7
No response	0	0.0	0	0.0	3	1.1
Total	18	100.0	12	100.0	283	100.0

Classmates

22.1 Classmates who are courteous but impersonal. 2 Classmates who seem to want to know me better.						
22.1	5	27.8	5	41.7	62	21.9
2	13	72.2	7	58.3	221	78.1
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

23.1 Classmates who are fairly much like myself with regard to socio-economic status, religious preference, age, etc. 2 Classmates who represent a wide cross-section with regard to socio-economic status, religious preference, age, etc.						
23.1	0	0.0	5	41.7	34	12.0
2	18	100.0	7	58.3	249	88.0
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

24.1 Classmates who talk a great deal during free time about their courses or other intellectual or professional topics. 2 Classmates who talk mostly during free time about things other than their courses or other intellectual or professional topics.						
24.1	12	66.7	10	83.3	170	60.1
2	6	33.3	2	16.7	112	39.6
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
25.1 Classmates who are rather highly competitive.						
2 Classmates who would help me with my studies if they were able.						
25.1	5	27.8	7	58.3	104	36.7
2	13	72.2	5	41.7	177	62.5
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0

26.1 Classmates who are interested primarily in children and teaching.						
2 Classmates who are interested primarily in their major subject.						
26.1	11	61.1	9	75.0	191	67.5
2	7	38.9	3	25.0	87	30.7
No response	0	0.0	0	0.0	5	1.8
Total	18	100.0	12	100.0	283	100.0

27.1 Play-clothes type of attire (knee pants, slacks, shorts, sweat shirts, tennis shoes, etc.) worn by students to professional classes.						
2 Students attend professional classes in street-wear type of clothing.						
27.1	3	16.7	1	8.3	31	11.0
2	15	83.3	11	91.7	252	88.7
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

Professional Education Experiences

28.1 A professional school that accepts and graduates a limited number of the most highly qualified prospective teachers.						
2 A professional school that accepts and graduates all prospective teachers who meet requirements.						
28.1	6	33.3	3	25.0	98	34.6
2	12	66.7	9	75.0	185	65.4
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
29.1 A professional school that makes rigorous demands upon its students, but graduates excellent beginning teachers.						
2 A professional school that offers a comfortable program of preparation for teaching, and graduates average or somewhat better than average teachers.						
29.1	10	55.6	4	33.3	175	61.8
2	8	44.4	8	66.7	108	38.3
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
30.1 Teacher education curriculum that offers few electives.						
2 Teacher education curriculum that offers many electives.						
30.1	2	11.1	1	8.3	36	12.7
2	16	88.9	11	91.7	247	87.3
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
31.1 At least 3/4 of a student's total program of preparation for teaching in liberal arts.						
2 Less than 3/4 of a student's total program of preparation for teaching in liberal arts.						
31.1	17	94.4	7	58.3	183	64.7
2	1	5.6	5	41.7	100	35.3
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
32.1 A curriculum that is really challenging, even if it does require a great deal of time and work.						
2 A curriculum that is relatively easy, even if a little boring at times.						
32.1	18	100.0	12	100.0	277	97.9
2	0	.0	0	.0	6	2.1
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

APPENDIX M—Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
33.1 Theoretical emphasis in program of preparation for teaching.						
2 Practical emphasis in program of preparation for teaching.						
33.1	2	11.1	2	16.7	28	9.9
2	16	88.9	10	83.3	253	89.4
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
34.1 Bachelor's degree required for admission to a College of Education.						
2 Two years of college required for admission to a College of Education.						
34.1	3	16.7	4	33.3	53	18.7
2	15	83.3	8	66.7	228	80.6
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
35.1 Program of preparation for teaching in which most of the work in professional education is accomplished in extended close association with a relatively small number of College of Education faculty.						
2 Program of preparation for teaching in which the student has relatively limited contact with a relatively large number of College of Education faculty.						
35.1	17	94.4	10	83.3	194	68.6
2	1	5.6	2	16.7	86	30.4
No response	0	0.0	0	0.0	3	1.1
Total	18	100.0	12	100.0	283	100.0
36.1 Courses in which class meetings usually follow a routine procedure.						
2 Courses in which class procedure is likely to vary from meeting to meeting.						
36.1	1	5.6	6	50.0	68	24.0
2	17	94.4	6	50.0	214	75.6
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
37.1 Course taught as a discipline separate from other fields of study. 2 Course cuts across two or more separate disciplines--includes the thinking of various fields on a problem.						
37.1	2	11.1	3	25.0	29	10.2
2	15	83.3	9	75.0	252	89.0
No response	1	5.6	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
38.1 Class sessions that last for 2 or 3 hours. 2 Class sessions that last for 1 hour.						
38.1	8	44.4	5	41.7	91	32.2
2	10	55.6	7	58.3	191	67.5
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
39.1 Attend a summer session or part of a regular semester at an off-campus camp type of location. 2 Prefer not to attend a summer session or part of a regular semester at an off-campus camp type of location.						
39.1	11	61.1	7	58.3	150	53.0
2	6	33.3	5	41.7	129	45.6
No response	1	5.6	0	0.0	4	1.4
Total	18	100.0	12	100.0	283	100.0
40.1 Course follows text book and/or other printed materials. 2 Course proceeds independently of text book and/or other printed materials, which are regarded as supplementary and for individual study.						
40.1	4	22.2	9	75.0	108	38.2
2	13	72.2	3	25.0	174	61.5
No response	1	5.6	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
41.1 Professor lectures a large part of the time. 2 Professor lectures a small part of the time.						
41.1	9	50.0	5	41.7	129	45.6
2	9	50.0	6	50.0	150	53.0
No response	0	0.0	1	8.3	4	1.4
Total	18	100.0	12	100.0	283	100.0
42.1 Professor is concerned primarily with broad overview. 2 Professor is concerned primarily with specific instances.						
42.1	14	77.8	7	58.3	223	78.8
2	4	22.2	5	41.7	58	20.5
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
43.1 Theoretical content of a course taught by lecture, discussion, films and readings. 2 Theoretical content of a course taught by lecture, discussion, films, readings, and specific field work assignments.						
43.1	5	27.8	4	33.3	91	32.2
2	12	66.7	8	66.7	190	67.1
No response	1	5.6	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0
44.1 Class discussion time used primarily for questions or problems posed by professor. 2 Class discussion time used primarily for questions or problems posed by students.						
44.1	6	33.3	6	50.0	89	31.4
2	12	66.7	6	50.0	194	68.6
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

APPENDIX M—Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
45.1 Objective-type tests. 2 Essay-type tests.						
45.1	8	44.4	8	66.7	150	49.5
2	10	55.6	4	33.3	139	49.1
No response	0	0.0	0	0.0	4	1.4
Total	18	100.0	12	100.0	283	100.0
46.1 Frequent tests. 2 Few or no tests.						
46.1	10	55.6	10	83.3	166	58.7
2	8	44.4	2	16.7	116	41.0
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
47.1 A few large-scale assignments. 2 Frequent small assignments.						
47.1	11	61.1	3	25.0	134	47.3
2	7	38.9	9	75.0	149	52.7
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
48.1 Use library extensively in studying and in preparing assignments. 2 Necessary material usually available in text books, study guides, distributed mimeo materials, etc.						
48.1	12	66.7	7	58.3	172	60.8
2	6	33.3	5	41.7	110	38.9
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent

49.1 Investigate a problem. Report findings in a written report turned in to professor.

2 Investigate a problem. Report findings to professor and classmates in an oral report and class discussion.

49.1	8	44.4	5	41.7	101	35.7
2	10	55.6	7	58.3	180	63.6
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0

50.1 Discussion group of about 30 students and professor.

2 Discussion group of about 6 students--professor visits among groups.

50.1	9	50.0	8	66.7	132	46.6
2	9	50.0	4	33.3	150	53.0
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

51.1 Television lecture followed by discussion with a faculty discussion leader; some 25 students in both televiewing and discussion groups.

2 Live lecture in a large auditorium followed by discussion in smaller groups; faculty discussion leader for each 25 students.

51.1	4	22.2	1	8.3	77	27.2
2	14	77.8	11	91.7	206	72.8
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

52.1 Student independently selects, plans and executes own projects; professor provides guidance and consultation.

2 Student completes projects assigned by professor or chosen from professor's list.

52.1	14	77.8	4	33.3	177	62.5
2	3	16.7	8	66.7	105	37.1
No response	1	5.6	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
53.1 Same requirements for all students registered in a course. 2 Course requirements tailored to the individual student.						
53.1	10	55.6	5	41.7	170	60.1
2	8	44.4	7	58.3	113	39.9
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
54.1 Professor determines course objectives, content, procedures, etc. 2 Professor and students together determine course objectives, content, procedures, etc.						
54.1	8	44.4	2	16.7	111	39.2
2	10	55.6	10	83.3	172	60.8
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
55.1 Choose own College of Education curriculum. 2 Consult counselor for assistance in selecting College of Education curriculum.						
55.1	1	5.6	3	25.0	48	17.0
2	17	94.4	9	75.0	235	83.0
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
56.1 Work on projects or assignments with a small group of other students. 2 Work independently on projects or assignments.						
56.1	8	44.4	5	41.7	156	55.1
2	10	55.6	7	58.3	125	44.2
No response	0	0.0	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
57.1 Course graded chiefly on tests. 2 Course graded chiefly on tests and other work.						
57.1	2	11.1	1	8.3	18	6.4
2	16	88.9	11	91.7	264	93.3
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
58.1 Professor determines evaluation procedure for course. 2 Professor and students together determine evaluation procedure for course.						
58.1	5	27.8	3	25.0	99	35.0
2	13	72.2	9	75.0	184	65.0
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
59.1 Professor determines final grade. 2 Professor and student together evaluate work done in course.						
59.1	7	38.9	5	41.7	109	38.5
2	11	61.1	7	58.3	174	61.5
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
60.1 Grade based on objective quality of work completed. 2 Important consideration given to effort, improvement, etc. in determining grade.						
60.1	4	22.2	3	25.0	75	26.5
2	14	77.8	9	75.0	208	73.5
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0

APPENDIX M—Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
61.1 A variety of experiences with children before beginning student teaching.						
2 Experience with children desirable but not necessary before beginning student teaching.						
61.1	9	50.0	7	58.3	145	51.2
2	8	44.4	5	41.7	137	48.4
No response	1	5.6	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
62.1 Visit in classrooms in order to observe the teaching and activities there.						
2 Observe the teaching and activities of a classroom by means of a one-way vision screen and a speaker system.						
62.1	11	61.1	8	66.7	184	65.0
2	7	38.9	4	33.3	98	34.6
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
63.1 Week of orientation in an off-campus camp setting in preparation for beginning student teaching.						
2 Prefer not to have orientation to student teaching in a camp setting.						
63.1	8	44.4	8	66.7	139	49.1
2	10	55.6	4	33.3	143	50.5
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
64.1 Practice teaching with classmates before beginning student teaching in a school with children.						
2 No practice teaching with classmates before beginning student teaching in a school with children.						
64.1	7	38.9	7	58.3	136	48.1
2	10	55.6	5	41.7	146	51.6
No response	1	5.6	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
65.1 Student teaching assignments only in neighborhoods similar to my own.						
2 Student teaching assignments in neighborhoods both similar to and different from my own.						
65.1	2	11.1	2	16.7	22	7.8
2	16	88.9	10	83.3	260	91.9
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
66.1 Student teaching all day.						
2 Student teaching half a day, classes on campus half a day.						
66.1	6	33.3	6	50.0	104	36.7
2	12	66.7	6	50.0	179	63.3
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
67.1 College supervisor sees student teacher at teaching contact about once every 3 weeks (5-6 times during semester).						
2 College supervisor sees student teacher at teaching contact 2 or 3 times during semester.						
67.1	11	61.1	5	41.7	181	64.0
2	7	38.9	7	58.3	102	36.0
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	283	100.0
68.1 Student teacher knows in advance the day on which college supervisor is scheduled to visit student teacher at teaching contact.						
2 College supervisor visits student teacher at teaching contact at his own convenience--without advance notice to student teacher.						
68.1	9	50.0	10	83.3	149	52.7
2	9	50.0	2	16.7	133	47.0
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0

APPENDIX M--Continued

Preference	Permissive Group		Restrictive Group		Total Group	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
69.1 College supervisor visits student teacher in classroom.						
2 College supervisor does not come into classroom to visit student teacher, but observes student teacher in action by means of a one-way vision screen and a speaker system.						
69.1	13	72.2	7	58.3	193	68.2
2	5	27.8	5	41.7	90	31.8
No response	0	0.0	0	0.0	0	0.0
Total	18	100.0	12	100.0	0	0.0
70.1 College supervisor confers with student teacher before leaving contact school.						
2 Student teacher visits college supervisor's office at a later time for conference regarding student teaching.						
70.1	13	72.2	10	83.3	195	68.9
2	5	27.8	2	16.7	87	30.7
No response	0	0.0	0	0.0	1	0.4
Total	18	100.0	12	100.0	283	100.0
71.1 Same college supervisor for more than one contact.						
2 Different college supervisor with each contact.						
71.1	7	38.9	3	25.0	111	39.2
2	10	55.6	9	75.0	170	60.1
No response	1	5.6	0	0.0	2	0.7
Total	18	100.0	12	100.0	283	100.0

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