

AN INTERNSHIP PROGRAMME IN TEACHER EDUCATION  
AND ITS EFFECT ON THE ATTITUDES OF INTERNS

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS

BY

HARTLEY J. NICHOL

ABSTRACT

A description and appraisal of Project MEET (a pilot internship project in teacher education at Macdonald College, of McGill University) and the interns in the project was made by focusing on the project and the interns in two ways. The study focused first on the "setting" -- the interns in the project, the programme followed by the interns at the university, and the co-operating schools that were involved in the programme. Secondly, the study focused on the attitudes of interns and the change in some of their attitudes from the beginning to the end of the programme. The findings of the study suggest that the attitudes of interns do change during and as a result of their participation in an internship programme. The findings also provide some idea of the ways in which the programme was successful and not successful in its first year.

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## CHAPTER I

### THE NATURE OF THE STUDY

In March, 1967, a proposal for MEET, the McGill Elementary Education Teaching-Teams Pilot Project, a project of the Faculty of Education at McGill University, in co-operation with a number of school boards and teacher associations in Quebec, was submitted to the Faculty by Dr. Myer Horowitz, Assistant Dean of the McGill Faculty of Education. The proposal was accepted in principle by Faculty at the time.

The proposal dealt with the preparation of graduate elementary teachers (teacher candidates who previously had taken no education courses, but who had obtained an undergraduate degree, B.A., B.Sc., etc., from an approved university and who were accepted by the Central Board of Examiners, Department of Education, Quebec, as Class I Diploma candidates).<sup>1</sup> It was proposed that in 1967-68 a

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<sup>1</sup>MEET interns graduate with a Class I Diploma, the same as do teacher candidates in the conventional Class I Diploma programme, (1-G Programme). In the conventional 1-G Programme, students are offered courses in educational psychology, history and philosophy of education, English, and curriculum and instruction. In the curriculum and instruction area, the student studies general approaches during the first part of the year. He then elects to study the teaching of a number of subjects at either the high school or the elementary school level for the remainder of the year. All students have an initial period of observation and student teaching in the elementary school, (two weeks in October). In the remaining student teaching period (two weeks in February and two weeks in March-April) the student selects either high school or elementary school according to his special interest. All prospective 1-G students who applied to McGill or to the Central Board of Examiners before May 15, 1967 were informed of the pilot project and were invited to apply.



group of between fourteen and eighteen students who were teacher candidates in the elementary option of the one year Diploma I course be selected as "interns" to participate in the pilot project.

Each student intern in Project MEET, it was proposed, would spend approximately three-quarters of the school year in an elementary school as a member of one or more teaching-teams. From the beginning of the academic year until approximately the fifteenth of May he would be in the school three days each week and from the middle of May until the end of the school year in late June, he would be a full time member of the staff of the school. On two days each week during the college year it was proposed that the interns be involved in seminars, classes, and independent study at the college.

In designing the programme for Project MEET, attention was given to the patterns developed by a number of other institutions that had already explored the possibilities of the internship in teacher education. These institutions were the University of Wisconsin (Anderson, 1964), Central Michigan University (Brison, 1965), Claremont Graduate School (Bair and Woodward, 1964), Stanford (Allen, 1966), and several universities and colleges in Oregon (Ward and Gubser, 1964). As in these internship programmes, there are two related major objectives for Project MEET. The first is in exploring the possibilities of internship patterns of teacher education. The second is making some contribution to practice in the schools by encouraging curriculum development and school reorganization.

In September, 1967, the Faculty of Education at McGill University embarked on the internship programme for the preparation of elementary school teachers. The programme included nineteen carefully selected university graduates who were placed in eleven "co-operating schools." The interns were awarded bursaries of \$1,500 which were financed by the co-operating school systems.<sup>1</sup>

#### The Type of Study

A series of checkpoint studies to determine what is actually going on in any "new" programme in education seems to be not only worthwhile, but necessary if the "new" programme is to achieve maximum success. This study is concerned with the intern in the internship programme, his attitudes and feelings about the programme, and the changes in some of his attitudes and feelings as a result of his participation in the programme.

But this study is more than just a "checkpoint" study -- to determine what is actually going on in the new programme -- it is also an evaluative study. The feelings and attitudes of the interns involved in Project MEET that are known to this researcher are used as a basis for an evaluation of the programme.

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<sup>1</sup>The "setting" of project MEET Programme -- the interns, the co-operating schools and the programme at the college -- is described in Chapter II.

### The Scope of the Study

One of the assumptions on which Project MEET was based was that before major changes are introduced in teacher education affecting all students, some exploration is necessary with a small group of students. Project MEET, with only nineteen interns in the programme, enabled the Faculty to explore a different programme of teacher education. But, there were many aspects of such a programme to be explored:

- What effect does such a programme have on the teacher candidate (intern)?
- How do the co-operating schools, the principals and the teachers react to such a programme, and what effect do the interns in the programme have upon the co-operating schools?
- What effect is there on the children in the co-operating schools who are in contact with the interns and how do these children react to the teacher candidate (intern) who is in the school for an entire year?
- How do the members of the Faculty of Education react to such a programme?

These are some of the important questions concerning Project MEET that require some exploration. They suggest that more than one exploratory study would be necessary to make a complete assessment of Project MEET.

The first question -- What effect does the internship programme have on the teacher candidates (interns)? -- is the one which interests this investigator. It is of prime importance to know the effect of any teacher preparation programme upon teacher candidates, and of any change that occurs in their attitudes and behaviour. It is the purpose of this study, then, to describe and appraise some of these effects upon the teacher candidates involved in the Pilot Project. This study will be limited in scope, therefore, in that only the student intern will be considered. No attempt will be made to explore other aspects of the programme (for example, the economics of the programme, the effect of the programme on the schools, etc.) which warrant studies in themselves.

#### The Limitations of the Study

Time is a limitation in that the effects of the Pilot Project upon the interns and the description and appraisal of these effects take place during one academic year. A more complete appraisal would be one that followed the intern during his first few years of teaching. Hence, the results of this study are at best indicative of developing patterns.

The small size of the sample (19 interns) and the fact that each of the interns was specially selected are also limitations with regard to the level of generalization that is possible. The

results of this study, however, should suggest some interesting and useful hypotheses about teacher education and, especially, about the internship experience in teacher education.

#### Related Studies

The status of evaluative research on teacher education programmes is poor and, consequently, only rarely has planning in teacher education developed from research findings, even though evaluation is an integral part of intelligent planning in any phase of education (Stinnett and Clarke, 1960, p. 1463). Indeed, Saranson and Davidson (1962) refer to the preparation of teachers as "an unstudied problem in education."

If the status of evaluative research on teacher education programmes is poor, it is even poorer on student teaching and the internship (Michaelis, 1960, p. 1473; Stinnett and Clarke, 1960, p. 1464). Newsome, Gentry and Stephens (1965) report that although the desirability of student teaching is not often questioned by educators, critics, or students, studies of the value of this training are often based upon opinions rather than upon observable changes in behaviour. Indeed, "there seems to be no strong research evidence regarding the value of student teaching" (Corrigan and Grisworth, 1963, p. 913). Available published literature on teacher education seems to be made up largely of articles based on opinion, description of practice, recommendations of committees

and commissions, surveys and related recommendations, and a few critical studies (Stinnett and Clarke, 1960, p. 1464).

Concern for the effectiveness of the commonly used approaches to the evaluation of teacher education reported by Stinnett and Clarke (1960) of (a) discovery by consensus, (b) the survey of practice, and (c) follow-up studies of teacher performance has been reflected by the many efforts to establish relationships between teaching effectiveness and measurable factors in pre-service teacher education (Stinnett and Clarke, 1960, p. 1465). However, with few exceptions, these efforts have not met with success (Getzels and Jackson, 1964, pp. 506-582; Fattu, 1963, p. 20). The problem is that "we still do not know how to define, prepare for or measure teacher competence" (Howsam, 1963, p. 8).

Perhaps the most significant evaluative studies in teacher education have been those that have attempted "to determine what is actually going on in a teacher education programme.....and to determine what effects a programme in teacher education has upon the teacher candidates" (Stinnett and Clarke, 1960, p. 1465). Such studies have revealed much valuable knowledge of teacher education programmes (Bailey, 1965; Cooper, 1958; Cornish, 1965; Corrigan and Grisworth, 1963; Courtney, 1965; Faber, 1965; Getzels and Jackson, 1963; Hoover, Kaiser and Podlich, 1965; Horowitz, 1965; Lantz, 1964; Michaelis, 1960; Newsome, Gentry, and Stephens, 1965; Pettit, 1964; Ratsoy, 1966; Sprenson, 1967;

Walberg, 1967, 1968). The present study is similar in some respects to the type that "determines what is actually going on in a teacher education programme."

### The General Design of the Study

As complete a description and appraisal as possible of Project MEET and, especially, of the interns in the project is given by focusing on the project and the interns in two entirely different ways.

The study focuses first on the "setting," a description of (1) personal data for the interns involved in Project MEET in 1967-68, (2) the programme that is followed by the interns at the university, and (3) the co-operating schools that are involved in the programme. The first part of the study is, then, a description of the setting.

Secondly, the study will focus on the attitudes of the interns and the change in some of their attitudes from the beginning to the end of their programme. Thus, to some extent, this part of the study will be a description of what happens to the intern as a result of his involvement in Project MEET.

By focusing on the project in these two ways, it is hoped that this study:

- 1) can provide some idea of the extent of success or failure of some aspects of the programme in its first year.

- 2) can point out some of the difficulties to be guarded against in the future, and so decrease the number of unanticipated consequences in other years.
- 3) can suggest a number of hypotheses about teacher education, curriculum development and school organization that may prove useful in conducting further research.



## CHAPTER II

### THE SETTING

As has been mentioned, this study proposes to focus on Project MEET in two ways: first, on the "setting" of the project, and second, on the attitudes of interns in the project. It is in this chapter that the "setting" is described -- the interns who are involved in the project; the programme that is followed by the interns at the university; and, the co-operating schools that are involved in the programme. It is in Chapter III that we are concerned with the attitudes of interns, and how some of their attitudes change.

It is not only because the MEET programme is a "new" programme in teacher education in Quebec that it seems necessary to describe the "setting" of the programme in some detail. An understanding of the attitudes of interns involved in the pilot project would hardly be possible without such a description of the "setting." Therefore, there follows in this chapter, first, a description of the personal data for the interns who were involved in Project MEET; second, a description of one phase of the MEET internship, the programme that was followed by the interns at the university; and third, a description of the other phase of Project MEET, the nature of the involvement of the interns at the co-operating school.

### The MEET Intern

In mid July, 1967, a selection committee<sup>1</sup> met to choose nineteen interns from a total of sixty one applicants. The criteria used in the selection were generally an applicant's personal qualities, academic performance, and work experience. Each member of the selection committee had a summary of the characteristics of the prospective interns and also, any other pertinent information, such as references or essays<sup>2</sup> that the prospective interns had been asked to submit with their applications.

Table 1 is a summary of the data on the nineteen interns.<sup>3</sup> There were four single males, ten single females, and five married females. Most of the interns were in their early twenties, although two were in their thirties, and two were in their forties. Seventeen of the interns had graduated from a Canadian university, one had received her degree from a Scottish university, and one intern had graduated from a university in Egypt. Although the majority of the degrees held by interns were B.A. degrees ( $n = 15$ ), one intern had received his Bachelor of Music Degree, and three interns

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<sup>1</sup>The selection committee was representative of co-operating school systems and teachers' associations, as well as of the Faculty of Education.

<sup>2</sup>Along with their applications each of the prospective interns was requested to submit an essay of approximately five hundred words on the topic "Teaching in the Elementary Schools of the 1970's."

<sup>3</sup>It should be noted that one of the interns included in this summary withdrew from the programme in early November. This intern was replaced by a student from the conventional 1-G Programme.

## DATA ON PROJECT MEET INTERNS

SEX

4 male; 15 female

MARITAL STATUS

14 single; 5 married (3 are parents of children)

AGE

Range: 20 - 45; Median: 22; Mode: 21; Mean: 25.

UNIVERSITIES

McGill	- 8 interns
Bishops	- 3 "
Mt. Allison	- 2 "
Sir George William's	- 2 "
University of British Columbia	- 2 "
Aberdeen (Scotland)	- 1 intern
American University of Cairo	- 1 "

DEGREES

B.A. (Including Scottish M.A.)	- 14 interns
B.Sc.	- 3 "
B.A. (Business)	- 1 intern
B.Mus.	- 1 "

SUBJECT AREAS OF COMPETENCE

(Number refers to interns who have taken 3 or more full courses in the subject)

Anthropology	- 1	French	- 3
Biological Sciences	- 2	History	- 1
Business	- 1	Latin	- 2
Chemistry	- 1	Mathematics	- 6
Divinity	- 2	Music	- 1
Economics	- 2	Physics	- 1
English	- 8	Psychology	- 8
Fine Arts	- 1	Sociology	- 5

TEACHING EXPERIENCE

2 - Full time  
 5 - Part time (Formal teaching such as substitute teacher,  
                   religious school teacher, etc.)  
 12 - No formal experience

had graduated with Bachelor of Science Degrees. Every intern has completed three or more full courses in at least one subject area. Seven interns had had some teaching experience, but only two of these people had ever been employed as teachers on a full time basis.

#### The Programme at the College

Interns participated in lectures and seminars at Macdonald College for two full days each week, on Mondays and Fridays. Excluding the normal holidays (Thanksgiving, Christmas, Easter, etc.), the interns attended lectures and seminars on all the Mondays and Fridays from September 1st to May 15th.

At the college the interns were involved in classes a total of eight hours a week; four hours on each of the two days. This weekly schedule included sessions on psychological and social foundations ( $1\frac{1}{2}$  hours), historical and philosophical foundations ( $1\frac{1}{2}$  hours), and on curriculum and instruction or methods courses (4 hours). In addition to these classes or seminars, the interns met with their advisor (the project director) for one hour each. Friday morning in what was called an advisory group session.

The advisory group session and the courses in history and philosophy of education, educational psychology, and reading and language arts were scheduled weekly throughout the college year (history and philosophy, 43.5 hours; educational psychology, 49.5

hours; reading and language arts, 30 hours; and advisory group, 31 hours). The remaining curriculum and instruction courses -- science, mathematics, geography, history, art, and music -- shared a total of 91.5 hours. The year's schedule is shown in Table 2.

It was originally planned that cycles 4, 5 and 6 would simply repeat cycles 1, 2, and 3. However, at the request of some of the MEET instructors, the pattern was changed slightly to suit them. For example, history was scheduled in the third and fourth cycles and science was scheduled in the first and sixth cycles. Also, it can be noted from Table 2 that educational psychology was taken by the interns twice in the final cycle (Monday 10:30-12:00 and Friday 1:30-3:00) but not at all during the first cycle.

Besides these changes which were initiated in September by the MEET instructors, other changes that are not noted on the schedule in Table 2 took place. In art, for example, some sessions in both the second and fifth cycles were increased by one half hour, by starting the classes at 8:30 a.m. instead of 9:00 a.m. Occasionally, the instructors traded their scheduled time when this flexibility was to the advantage of all concerned.

In addition to these scheduled classes, for a six week period during the late autumn, some sessions on group relations were

TABLE 2  
SCHEDULE OF MEET COURSES

MONDAYS			FRIDAYS	
<u>CYCLE 1</u>				
Mondays, Sept. 11-Oct. 16 inc.	Science	9:00-10:30	Advisory Group	9:30-10:30
Fridays, Sept. 8-Oct. 6 inc.	Hist & Phil	10:30-12:00	Geography	10:30-12:00
	Read & Lang	1:00- 2:00	Mathemtics	1:30- 3:00
<u>CYCLE 2</u>				
Mondays, Oct. 23-Nov. 20 inc.	Art	9:00-10:30	Advisory Group	9:30-10:30
Fridays, Oct. 13-Nov. 10 inc.	Hist & Phil	10:30-12:00	Ed Psych	10:30-12:00
	Read & Lang	1:00- 2:00	Music	1:30- 3:00
<u>CYCLE 3</u>				
Mondays, Nov. 27-Jan. 8 inc.	History	9:00-10:30	Advisory Group	9:30-10:30
Fridays, Nov. 17-Dec. 15 inc.	Hist & Phil	10:30-12:00	Ed Psych	10:30-12:00
	Read & Lang	1:00- 2:00	Geography	1:30- 3:00
<u>CYCLE 4</u>				
Mondays, Jan. 15-Feb. 12 inc.	History	9:00-10:30	Advisory Group	9:30-10:30
Fridays, Jan. 12-Feb. 9 inc.	Hist & Phil	10:30-12:00	Ed Psych	10:30-12:00
	Read & Lang	1:00- 2:00	Mathematics	1:30- 3:00
<u>CYCLE 5</u>				
Mondays, Feb. 19-Mar. 25 inc.	Art	9:00-10:30	Advisory Group	9:30-10:30
Fridays, Feb. 16-Mar. 22 inc.	Hist & Phil	10:30-12:00	Ed Psych	10:30-12:00
	Read & Lang	1:00- 2:00	Music	1:30- 3:00
<u>CYCLE 6</u>				
Mondays, Apr. 1-May 13 inc.	Science	9:00-10:30	Advisory Group	9:30-10:30
Fridays, Apr. 5-May 10 inc.	Ed Psych	10:30-12:00	Hist & Phil	10:30-12:00
	Read & Lang	1:00- 2:00	Ed Psych	1:30- 3:00

attended by the interns. Although these sessions were not compulsory, nearly all of the interns decided to participate. Two small groups were formed and each group met once each week, on either Mondays or Fridays.

The fact that the interns were in the schools three out of the five days in the week affected the content of their courses. Certainly, there was an attempt on the part of the education instructors to include in their courses the themes, concepts, and skills that were directly related to the interns' experiences in the co-operating schools. In the educational psychology course, for example, the major assignment was the preparation of an observation report of a pupil with whom the MEET intern had been in close contact over a period of at least four months. In the curriculum and instruction courses, attempts were made by the instructors to consider the individual intern and his situation in the school when setting assignments for the group.

The project director not only served as liaison with the co-operating schools and directed the internship in the field, but he conducted a one hour advisory group session every Friday morning. At the majority of these informally structured sessions, the nineteen interns met with the project director and sometimes with the other supervisors to talk about their activities of the previous week. It was in the advisory group that problems were aired, criticisms were voiced, and the "highs" and "lows" of the

programme were discussed. But, the advisory group leader (the project director) acted as more than a soundingboard. It was as a result of some of these sessions that changes were made to co-ordinate more satisfactorily the programme at the college and in the schools, and so to maintain an equilibrium in the programme. For example, as a result of one of the advisory group sessions a letter was sent to the co-operating schools which included the following:

We anticipated that there would be problems in helping the interns achieve balance between their involvement in the schools and their studies. I don't think the situation is serious at the present time, but may I suggest the following arrangement which may help us avoid problems. No intern should be involved in actual teaching for more than half of each day. You may feel that a particular intern is not ready to carry such a load, and we would encourage you to modify this suggestion accordingly. From our point of view it would be helpful for the interns to use part or all of the remainder of the school day to plan for his teaching and to correct assignments. In this way, the intern will have more time during each week to prepare for his courses.

The advisory group session was to an extent, then, the "keel" of the programme.

During the year, the MEET interns turned to their instructors as well as to their advisory group leader with their problems. Sometimes an instructor and an intern were able to discuss at the college the problems which an intern was having in his co-operating school. At other times the professor would arrange to observe the intern at the school.



The actual administration of the programme at the University was the responsibility of the director of the project, his administrative assistant (this investigator) and a college instructor. These three persons were concerned with the overall organization and administration of the pilot project. They also had the major responsibility for supervision of the interns in the schools, which involved visits to them at least once every three weeks throughout the school year. Their major tasks revolved around the problem of helping interns "fit in" to the co-operating school situation. These problems are described in more detail in the section entitled "The Co-operating Schools."

The administration of Project MEET at the college involved the assignment of staff, selection of interns, scheduling of courses, and the many other tasks common to any programme in teacher education. The added number of persons involved in the teacher education process -- co-operating teachers and principals as well as members of the Faculty -- tended to increase the problems of organization. The "newness" of the pilot project was also a factor which increased the likelihood of some administrative "unanticipated consequences."

Two committees, a Committee of Principals and a Committee of Instructors, were organized to play a part in the administration of the project. Their function was advisory and they served as a means for co-ordinating the various parts of the project.

The Committee of Principals, made up of the eleven co-operating principals, met five times during the year; twice at the college and once at each of three co-operating schools. Some members of the Committee of Instructors (made up of all those instructors at the college involved in Project MEET) attended meetings of the Committee of Principals, as well as attending their own meetings at the college. The Committee of Instructors met three times during the year. The meetings of these two committees enabled the project director to keep in touch with instructors and principals, to know what was happening at the college and in the co-operating schools, and to respond to the problems expressed by these people. These meetings also enabled the college instructors and the co-operating principals to meet and to talk to each other.

A description of aspects of the MEET Programme at the college would be incomplete without mentioning some of the interns' most significant "miscellaneous" experiences. At three separate workshops held at the college during the year, the interns were involved in various capacities. At two elementary science workshops, for example, the interns were able to discuss their teaching of elementary science with other teachers who had been invited to the workshop.

In March, the interns were involved in a Seminar on the Internship in Teacher Education which was held at the college. This seminar represented an important part of their total experience

during the year. They were able to meet the guest speaker on an informal basis in one of their advisory group sessions, and they played a major role in the small group discussion sessions at the Saturday conference.

### The Co-operating Schools

From the very beginning of the school year, the MEET interns were involved on Tuesdays, Wednesdays, and Thursdays of each week in the co-operating schools. For the last seven weeks of the public school year (part of May and June), when sessions were no longer being held at the college for any group of student teachers, the MEET interns remained in the school on a full time (five day week) basis. There were eleven co-operating schools and these schools were represented by four public school boards and one independent school corporation.<sup>1</sup> Each of these boards contributed

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<sup>1</sup>The Protestant School Board of Greater Montreal, West Island School Commission, Macdonald Protestant Central School Board, Pointe Claire, and Beaconsfield Catholic School Commission, and the St. George's Independent School co-operated with McGill University on Project MEET in 1967-68.

One intern was placed in each of Northview, St. George's and Sunnydale Park Elementary Schools. Each of the following elementary schools received two interns: Barclay, Cedar Park, Greendale, Oakridge, St. Charles, Vivian Graham, Westminster and Westpark.

\$1,500 for each intern assigned to schools of that board.<sup>1</sup>

It was considered essential that each school be given the opportunity to develop its own way of involving interns because it was felt that an imposed structure would not necessarily result in desirable educational change (Horowitz, 1967). Thus, a letter sent to the eleven co-operating principals in August before the programme got under way included the following:

Each principal will develop a programme which is suitable for the interns. Situations differ a great deal from school to school and so the pattern which is profitable in one situation may not be too meaningful in another. During the year we want each intern to have valuable experiences working with professional teachers in the school. Initially, you may want to assign the intern to one particular co-operating teacher. Many interns have special subject interests, and they should be encouraged to develop further their strengths, but, normally, each intern should have some experience teaching each subject. The interns are keen people and they will want to do a great deal right from the outset. We prefer that the intern accept responsibilities gradually. He should observe carefully and plan and evaluate thoroughly for the first while. Therefore, he should be responsible for no more than one or two formal lessons each day. You and the co-operating teachers will know when to increase his load. But even in the latter half of the year the intern's teaching responsibilities should be sufficiently realistic so that he can do a good job on planning and evaluating. Think of the intern as a part-time member of your staff and expect him to make his contribution at the school with regard to administrative and extra-curricular responsibility.

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<sup>1</sup>The original plan was for the school systems to pay the intern directly. However, numerous problems developed with regard to income tax and other deductions and so it was agreed that school systems transfer to the university the money which in turn was given to the interns in monthly installments. In this way each intern received a bursary rather than a salary.

The schools into which the MEET interns were placed were as varied as the interns themselves. They ranged from the traditional one-teacher-one-classroom situation to a team teaching non-graded organization, with many degrees between the two. Some schools developed teams which included a team leader and teachers from a number of grade levels as well as a MEET intern. In other schools, an intern was assigned to two or more teachers of a particular grade. In one or two situations an intern was assigned to one teacher at one grade level. In each of the eleven schools, however, an attempt was made to develop for each intern a programme which was of benefit to him and to the school.

There was no "typical" pattern in the case of each intern. Also, the programme developed in September by the co-operating teacher(s), principal and the intern changed during the year. This change also varied considerably from intern to intern. Some interns, who in September were involved in an actual team teaching situation, with a team leader and teachers from a number of grade levels, gradually accepted more and greater responsibility within the team. Other interns who were originally in a more traditional situation, were later involved in a co-operative teaching pattern.<sup>1</sup> All of

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<sup>1</sup>Co-operative teaching is used to refer to a setting in which two or more persons are responsible for the same group of children in the various phases of teaching -- planning, instructing, and evaluating.

the interns observed and taught at a number of grade levels. Each intern changed his teaching schedule at least once during the year. To describe in detail the situation of each of the nineteen interns in each of the eleven co-operating schools would be very difficult. Even the patterns followed by two interns within the same co-operating school were often completely different. The fact that no two interns received an identical "set of experiences" caused some observers of Project MEET to refer to the programme as a "truly individualized programme in teacher education."

In May and June when an intern was in his co-operating school on a full time basis, the experiences of each of the interns also varied. Some of the interns were completely responsible for a group of children for one or more weeks and in this way their co-operating teacher was released from classroom duty. He was then able to become involved, during school time, in curriculum planning for the following year. In other instances, interns themselves became involved in curriculum planning. For example, one intern who had been contracted for the next year by the school board for whom he had been an intern, met with two other teachers and the board consultant on two days each week for six weeks to plan for a "team approach" in mathematics. Other interns carried on in much the same way in which they had been working all year, except that they were at the school on a full time basis. Some interns were encouraged by their co-operating principal and

teachers to utilize some of the additional time to visit classes and grade levels in which they had worked little or not at all, and to visit other schools in the area.

Although no pattern can really be considered "typical" specific reference to one or two individual interns will be made with the hope that this description will result in an appreciation of the role of the interns.

The experiences of one intern in a conventional one-room-one-teacher situation can be described by reference to some notes kept by the intern's co-operating teacher. These notes are reproduced below:

The following observations are noted after a three month period of time. During this time, a graduate student under the MEET project has been with me in a regular Grade VII class. I have made no attempt at an overall summary; these notes are merely intended to show how we have co-operated in various aspects of our teaching.

#### READING

Reading in groups of various reading levels has been much more easily accomplished. Varying from a single large group to individual ones, we can move about freely. Problems are noticed much more quickly and we can thus hope to remedy them.

#### LANGUAGE

In the teaching of spelling we can concentrate upon the poorer spellers. ORAL REPORTING has been part of our programme. In this case the MEET member has been allowed time to meet individual youngsters prior to their oral presentations which obviously benefited the child.

GEOGRAPHY

Although we have basically employed a large group method, we have shared the showing of pictures, films, etc, allowing better time for preparation.

HISTORY

More time has been used in careful preparation and in the finding of visual aids, etc.

MATHEMATICS

The flexibility of groups is allowed. As the grouping tends to vary as new problems are encountered we can again help individuals with the time available.

SCIENCE

When individual experiments are done by groups or by a single youngster, the two teachers can be useful in seeing that work is carried out as planned. The intern does all the planning and large group lessons in science.

ART

Obviously two teachers can much more readily be of use in gathering and distributing materials.

GENERAL

In classroom routines, either teacher is on hand, should one be delayed because of other duties. Because of my own particular responsibilities, I have been allowed a greater freedom to carry out such things as the administering of standardized tests, supervisory responsibilities, etc.

These notes give some idea of the experiences of one intern in her first three months in the co-operating school. This particular intern devoted the largest percentage of her time in the classroom of the co-operating teacher who contributed the above notes, not only during the first three months, but also for the seven months remaining in the school year. During this seven month period the intern followed more or less this same pattern with some increase



in her workload. Some smaller percentage of her available time in the school was spent observing and sometimes helping in other classrooms and at other grade levels. Also, the principal of this intern's co-operating school planned at least five full day visits to other schools in the area at both the high school and at the elementary school levels.

The pattern developed for this intern was similar to that for other interns in that some form of "co-operative teaching" took place. In all of the other co-operating schools, co-operative teaching evolved, but in most the form differed.

It has been stated that the schools into which the MEET interns were placed were as varied as the interns themselves. It was partially for this reason that the roles of the interns were as varied as they were. If the co-operating schools and the patterns developed for interns in these schools could be put on some continuum, the situation that was described above would be at one end and the situation which will be described below would be at the other end.

One of the interns became a member in an organized team teaching situation in a newly built school which was designed specifically for a team teaching, non-graded, continuous progress approach to education. The classes in this school were held in large, general teaching areas rather than in individual class-

rooms, and each team<sup>1</sup> of six teachers and a teacher aide was responsible for approximately two hundred children. Therefore, from the very beginning, this intern was involved in a co-operative teaching situation. She was able to mix with six different teachers, working, planning, and evaluating as a member of a team, and sharing with them knowledge and teaching methods. Her experience, as a result of the pattern developed for her by the team, was obviously very different from the experience of an intern in the one-teacher-one-classroom school.

In most of the participating schools it was impossible to think of any one of the co-operating teachers as being "in charge" of the intern. Indeed, in one or two of the schools it was impossible to identify an intern's "major" co-operating teacher. Certainly, this was not so at the other extreme, where an intern did not work with a number of teachers, but remained for long periods of time with a single teacher. However, even in this latter situation, the co-operating teacher was often an "intern's "confrere" rather than the intern's "boss."

At the start of the programme in September it was perhaps easier to identify the co-operating teacher who was in charge

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<sup>1</sup>There were three "teams" in this school -- a primary, intermediate and senior team. The two MEET interns in this school were members of the intermediate and senior teams. The intern referred to in the discussion was a member of the senior team, which was responsible for children between the ages of ten and twelve.

and in some situations a very traditional student teacher to supervising teacher relationship existed. However, at different rates, in most of the different schools, team teaching or co-operative teaching patterns evolved. Thus, the confrere relationship developed.

From this discussion of the co-operating teachers, it perhaps becomes obvious that it would be just as difficult to define a co-operating teacher's role in Project MEET as it would be to describe the "typical" intern's experience in the schools. No co-operating teacher met any specifically prescribed qualification and, indeed, none of the co-operating teachers was chosen by the project director or the Faculty of Education. Not only did each school develop its own pattern for involving interns, but each co-operating principal was responsible for involving co-operating teachers who wished to participate in the project, and who he felt were able to participate. Some teachers who expressed a wish not to participate in September volunteered or even requested to participate later on in the year. This situation occurred in nearly all of the schools.

Being a part of Project MEET resulted in some changes in the organization of the elementary programmes in all the co-operating schools. The fact that some form of co-operative teaching evolved in all of the schools meant that a school's programme

changed at least to this extent. But, the change in the schools varied considerably. Where a well-defined team teaching pattern existed in the co-operating school in September, the change in organization of the programme was not as great as in the schools in which very traditional situations existed.

The interns also contributed to some innovations in the co-operating schools by bringing to the schools materials from the college and new ideas about teaching. The interns, therefore, helped to bring the college and the schools together.

Some faculty members also helped in this way. On many occasions an instructor would meet with an intern and his co-operating teachers to discuss different aspects of their teaching.

Most of the college faculty members involved in Project MEET visited the co-operating schools and observed the interns in a classroom situation at least once during the year. However, three other people from the college (the project director, his assistant, and a Project MEET instructor) comprised the more "official" supervisory team. One member of this team visited each school at least once every three weeks. The eleven schools were divided into three districts so that one of the three supervisors was responsible for each district for a certain length of time (approximately six weeks, with each of the three supervisors visiting each district twice during the year). The Project MEET

instructors, on the other hand, did not have responsibility for any specific district or for any particular group of interns. Instead, they would arrange to visit an intern at a time most convenient and most beneficial to both of them.

Each of the three members of the supervisory team was involved with much more than supervision. Their major task (especially early in the programme) was in helping the intern to fit in to his situation in his co-operating school. In some instances, this meant changing an intern from one situation in the school in which he was not achieving success to another situation in the same school in which there would be more likelihood for success. Helping the intern to adjust to his co-operating school also meant helping the intern and his co-operating teacher(s) develop new patterns of organization for co-operative teaching. Finally, the task of the supervisory team was one of liaison between the Faculty of Education and the co-operating school.

Anecdotal reports on the interns were written by a supervisor after his visit to a co-operating school. These reports represented the running account of what was going on in the co-operating school -- problems of the intern, successes of the intern, comments made by the principal of the school or comments made by other people concerned with the project, etc. These reports were read by each member of the supervisory team and other faculty members involved in Project MEET in order to keep aware of what was going on in the field.

The task of the supervisory team of helping in the development of patterns for intern participation in a school very often brought the member of the supervisory team in contact with the principal of the co-operating school. On many occasions, these two persons worked together to develop a pattern for the intern which would be of advantage to both the intern and to the school. Also, on five different occasions during the year all of the co-operating principals met with the project director and some members of the Faculty of Education to explore the many advantages and to reduce the disadvantages of having interns in the schools.

The eleven co-operating principals (referred to as the Committee of Principals) met not only at Macdonald College, but on three different occasions their meetings were held at co-operating schools. On these latter occasions the host co-operating principal was responsible for that part of the programme in which the internship in that particular setting was discussed. Therefore, concrete examples of patterns that had been developed in particular settings were examined. Also, the possibilities for co-operating schools were explored.

### CHAPTER III

#### THE ATTITUDES OF INTERNS -- THE FINDINGS

In this study there are two kinds of data that are used to describe the attitudes of interns, and the changes in some of their attitudes during the course of Project MEET and at the end of the year. First, there are "quantitative data" -- scores on instruments that purport to measure attitudes. Secondly, there are the "other data" that describe the attitudes of interns, but these data were obtained in a more subjective way, from interviews with the interns, or from diaries which were submitted to this investigator by the interns.

#### The Quantitative Findings

Three measures are used to describe the attitudes of the MEET interns, and the effect of the MEET Programme on these attitudes. First, there is the Minnesota Teacher Attitude Inventory (MTAI) (Cook, Leeds and Callis, 1951), which purports to measure "those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a profession" (Cook, Leeds and Callis, 1951, p. 3). Second, there is the Teacher Role Description (TRD) Questionnaire (Horowitz, 1965), an instrument designed to

measure role expectations and role perceptions. The third measure is a slightly modified version (modified by Silas, 1968), of the Tasks of Public Education (TPE) Opinionnaire (Downey, 1960), which measures opinions regarding the tasks of the public schools.

Eighteen MEET interns completed these three instruments, the MTAI, the TRD, and the TPE both before and after their internship experience.<sup>1</sup> The remaining sections of this chapter contain descriptions of the three instruments, and the findings revealed by them.

#### The Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory (MTAI) is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and, indirectly, how well satisfied he will be with teaching as a profession (Cook, Leeds and Callis, 1951, p. 3).

It was anticipated that three purposes would be fulfilled by having the interns complete the MTAI at the beginning and at the end of their teacher preparation programme. The first purpose

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<sup>1</sup>In June, the three instruments were administered only to the eighteen MEET interns who completed the full programme, from September through June. One of the interns withdrew from the college in November, and she was replaced at that time. The instruments were completed by each intern before he arrived at his co-operating school, before he had attended any formal sessions at the college, and they were completed by these same eighteen interns nine months later, during the week following their last formal class at the college.



was to determine the attitudes of interns that are supposedly measured by the MTAI. The second, was to determine whether an internship programme was effective in changing those attitudes of the MEET interns. The third purpose, was to determine the nature of the change in the attitudes of interns, if, in fact, any change in their attitudes took place.

The MTAI was one of the instruments chosen to obtain the expression of attitudes of the subjects of this investigation for a number of reasons. It is by far the most popular instrument for the measurement of teacher attitudes, with more than fifty research studies using the instrument being reported in the literature (Gage, 1963, p. 508). The published form (Form A) of the inventory which is used in this investigation has been subjected to several studies of validation. It has also been found to measure attitudes with a high degree of reliability and these attitudes are significantly correlated with the teacher-pupil relations observed in the classroom.

Form A of the MTAI was administered to the MEET interns before they embarked on their internship experience, and nine months later, after the college part of the internship had ended. Following the steps outlined in the manual (Cook, Leeds and Callis, 1961, p. 3), the preinternship and postinternship responses of each intern were then hand scored. For the group of eighteen MEET interns, a significant difference was found to exist when the pretest attitude

scores were compared with the posttest scores, as determined by the critical ratio t procedure. This difference was significant at the .01 level with t = 2.93. (The pretest and posttest scores are found in Appendix A.)

If the change in response to this attitude inventory between the pre and postinternship experience is assumed to be the result of the internship experience, it would appear that the internship programme is effective in changing the attitudes of the interns which were measured by the MTAI. Moreover, this change in attitudes is significant in the positive direction.

In his study, Campbell (1967) was concerned with five areas included within the MTAI<sup>1</sup> and considered these areas as dimensions rather than as part of the whole. He suggests that "a better understanding of attitude changes may be more appropriately evaluated by inspecting the dimensions of the attitude changes" (1967, p. 162).

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<sup>1</sup>The authors of the MTAI state in Section V of the manual that the inventory was constructed with items from five areas of socio-education literature to include:

- (1) Moral Status of children in the opinion of adults, especially as adults impose standards.
- (2) Discipline and problems in the classroom and elsewhere, plus methods employed to deal with such problems.
- (3) Principles of child development and behaviour related to ability, achievement, learning, motivation and personality development.
- (4) Principles of education related to philosophy, curriculum, and administration.
- (5) Personal reactions of the teachers to include likes, and dislikes, sources of irritation, etc.

In his investigation, Campbell, therefore, studied the responses of student teachers to the MTAI statements classified according to the five dimensions, in an attempt to determine whether there were significant differences in the student responses to the dimensional statements prior to student teaching when compared to responses after student teaching. Following the procedure used by Campbell, this investigator also studied the differences in the interns' pretest and posttest responses to the dimensional statements in the hope that these differences would identify more clearly the nature of the influence of the internship experience on the attitudes of interns.

Campbell (1967) selected for each of the five dimensions items of the MTAI which seemed most representative of each area, and which could be most easily classified. Ninety of the one hundred and fifty MTAI items were selected to include the following: Moral Status -- 14 items, Discipline -- 19 items, Principles of Child Development and Behaviour -- 18 items, Principles of Education -- 22 items, and Personal Reaction -- 17 items. (These ninety items are categorized in Appendix B.)

Following Campbell's procedure, a table for each of the five dimensions was prepared to record the interns' responses to the MTAI items (Figure 1). The pre and postinternship experience MTAI responses (150 responses) were hand scored following the steps outlined in the manual. The wrong responses were subtracted

from the right responses to provide pretotal and posttotal attitude scores for each intern.<sup>1</sup> (It has already been noted that the difference between the means of these scores of the MEET interns were significant at the .01 level of confidence with  $t = 2.93$ .) Then, each of the pre and postinternship experience MTAI answer sheets was rescored with specially prepared right and wrong keys which included only the inventory items selected for the designated dimension. These dimension responses were tabulated on the specially prepared tables (Figure 1). Thus the scores for each intern included the total right minus wrong on both the pretest and posttest for the one hundred and fifty MTAI items, plus a total right minus wrong for the preinternship and postinternship experience for each of the five dimensions included within the MTAI (see Appendix A).

In this study, as was the case in Campbell's (1967), the procedure for the non-parametric sign test (Siegel, 1956) was used to compare the pre and postinternship experience dimensional attitude scores. There were two primary reasons for employing the sign test rather than the  $t$  test which would have ordinarily been

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<sup>1</sup>In the manual (Cook, Leeds and Callis, 1951, p. 5) the authors note that "There are no 'right' or 'wrong' answers with the MTAI. There are, rather, agreement or disagreement with specific attitude statements. In order to avoid a change in the accepted terminology, however, the scoring keys have been given the commonly used 'right' and 'wrong' labels; no implication of correctness or incorrectness of answers is intended."

used. Because the MTAI provided right (+) and wrong(-) responses, the sign test was deemed most appropriate. Also, unlike the t test the only assumption underlying the sign test is that the variable under consideration has a continuous distribution (Siegel, 1956, p. 68).

FIGURE 1  
SAMPLE TABLE USED FOR RECORDING  
DIMENSIONAL MTAI RESPONSES

Subject _____					
Dimension _____					
<u>MTAI</u> Item	Preinternship		Postinternship		Change
	Right Response	Wrong Response	Right Response	Wrong Response	
18	X		X		
47	X			X	
58		X	X		
Sub Total	10	2	12	1	
Total		+8		+11	+3

The five dimensions of MTAI scores are noted in Table 3. When the preinternship and postinternship experience dimension attitude

scores were compared on three dimensions, Moral Status, Discipline, and Principles of Child Development and Behaviour, the interns were found to have a significant change in attitude, (Moral Status,  $p = .036$ ; Discipline,  $p = .030$ ; Principles of Child Development and Behaviour,  $p = .001$ ). On all three of these dimensions, the change in attitude shifted in the positive direction from disagreement to agreement.

TABLE 3  
COMPOSITE OF FIVE DIMENSIONS OF THE  
MINNESOTA TEACHER ATTITUDE INVENTORY

Dimension	Beginning Score R - W	Score At Conclusion R - W	Change <sup>2</sup>
Moral Status	+80	+110	+30
Discipline	+68	+134	+66
Principles of Child Development	+93	+168	+75
Principles of Education	+158	+193	+35
Personal Reactions	+62	+74	+12

It is interesting that on all five dimensions of the MTAI some shift in attitude scores occurred in the positive direction, even though, on only three of these dimensions is the change significant. In terms of these five dimensions of the MTAI, the findings in Campbell's study (1967) are not similar to the findings of this

study. In Campbell's study, no significant difference was found in MTAI attitude scores, as a result of a student teaching experience. Moreover, only one dimension, Principles of Child Development and Behaviour, was found to have a significant shift in attitudes, and this shift was in the negative direction, from agreement to disagreement.

A better understanding of attitude changes was achieved in both of these studies by inspecting the dimensions of the attitude changes. As was the finding in Campbell's study, it would appear that interns approach the internship with pre-established attitudes and convictions which are not necessarily balanced in each of the five dimensions of professional preparation (Table 3). Also, interns score higher on the total MTAI, and on each of the five dimensions of the MTAI, after the internship experience than before.

#### The Tasks of Public Education Opinionnaire

To obtain the opinions of interns regarding the tasks of elementary education and to determine how their opinions changed after nine months in an internship programme, the MEET interns were asked to complete a slightly modified version of the Tasks of Public Education (TPE) Opinionnaire.<sup>1</sup> The questionnaire

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<sup>1</sup>With the exception of the substitution of the words Canada and Canadian for America and American in element G (see Appendix C), the sixteen tasks were presented in their original form.

was completed both before and after the internship experience.

The original TPE was constructed by three graduate students at the University of Chicago in 1958 in an attempt to obtain an expression of public opinion about the tasks of the public school. A synthesis of various statements of the tasks of schools resulted in the isolation of sixteen distinct elements. These were arranged in four categories with four elements in each: Intellectual Elements, Social Elements, Personal Elements and Productive Elements. The conceptual framework of the instrument is shown in Figure 2.

The TPE which resulted from the framework outlined in Figure 2 permits a numerical expression of the relative importance of each of the sixteen tasks. Respondents were asked to select from the sixteen tasks, which are printed on small cards. the one most important, the two next in importance, the three next, the four of intermediate importance, the three next, the two next, and finally the one task of least importance. This forced choice technique known as the Q Technique or Q Array (Silas, 1968, p. 11) allows for comparison of the rankings of a group over a period of time. Such comparisons are accomplished by weighting each category of the Q Array from one to seven and thus establishing a numerical value for each task. Silas (1968, p. 11) notes, however, that there are disadvantages of this ranking system, the primary one being its inability to indicate the degree of preference or the level of importance. In other words, the investigator has no way of knowing how much more importance the respondent attaches to rank



FIGURE 2

DIMENSIONS OF THE TASK OF PUBLIC EDUCATION  
THE CONCEPTUAL FRAMEWORK OF THE TPE OPINIONNAIRE

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A. Intellectual Dimensions

1. Possession of Knowledge: A fund of information. Concepts.
2. Communication of Knowledge: Skill to acquire and transmit.
3. Creation of Knowledge: Discrimination and imagination, a habit.
4. Desire for Knowledge: A love for learning.

B. Social Dimensions

5. Man to Man: Co-operation in day-to-day relations.
6. Man to "State": Civic rights and duties.
7. Man to Country: Loyalty to one's own country.
8. Man to World: Interrelationships of peoples.

C. Personal Dimensions

9. Physical: Bodily health and development.
10. Emotional: Mental health and stability.
11. Ethical: Moral integrity.
12. Aesthetic: Cultural and leisure pursuits.

D. Productive Dimensions

13. Vocation-Selective: Information and guidance.
  14. Vocation-Preparative: Training and placement.
  15. Home and Family: Housekeeping, do-it-yourself, family.
  16. Consumer: Personal buying, selling and investment.
-

one over rank two. Also, he has no way of knowing at what point the level of importance of the task is too low to be of any significance as a task of the school.

Pilot studies revealed that the TPE in its final form was eliciting true response. However, the reliability of the TPE has not been ascertained too completely. Silas (1968, p. 18) suggests that a measure of reliability may be assumed from the fact that the findings of studies using the TPE have corroborated reasonably well with the responses of the original Chicago investigation.<sup>1</sup>

Since the original Chicago investigation, the TPE has been used in at least four published studies. The samples in two of these studies (Faber, 1965; Silas, 1968) were student teachers. The findings of Faber's study are outlined in Table 4. The student teachers in his study, when compared with educators and noneducators in the original 1958 study, agreed with the other two groups on the high priority to be given to intellectual aspects of the tasks. Prospective teachers in his investigation, however, rated accumulation of a fund of knowledge and knowledge of world affairs significantly higher than either of the other two groups, and they rated development of moral integrity far lower.

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<sup>1</sup>The report of the original investigation appears in Administrator's Notebook, Vol. VII, No. 3. (November, 1958), Midwest Administration Center, University of Chicago.

TABLE 4  
MEANS AND RANKS OF HIGH SCHOOL TASK DIMENSIONS BY  
COMPOSITE EDUCATOR, NONEDUCATOR, AND PROSPECTIVE TEACHER SAMPLES\*

Task Dimension	Educator		Non Educator		Prospective Teacher	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Knowledge	3.079	14	3.198	13	4.185	8
Intellectual Skills	5.449	1	5.507	1	5.901	1
Creativity	5.099	3	4.852	3	5.416	3
Desire for Knowledge	5.399	2	5.167	2	5.704	2
Man to Fellow Man	4.641	4	4.535	4	4.335	7
Citizenship	4.411	6	4.337	7	4.741	4
Patriotism	3.963	10	4.000	9	4.004	9
World Citizenship	3.982	9	3.955	10	4.429	5
Physical	3.222	12	3.265	12	2.644	15
Emotional	4.535	5	4.016	8	3.815	10
Ethical	4.336	7	4.377	5	3.185	11
Aesthetic	3.657	11	2.995	15	2.991	12
Vocation-Selective	4.194	8	4.344	6	4.373	6
Vocation-Preparative	3.150	13	3.763	11	2.657	14
Home and Family	2.188	16	2.526	16	2.451	16
Consumer	2.876	15	3.168	14	2.785	13

\*From Journal of Teacher Education, Vol. XVI. (September, 1965), p. 296.

In the present study, the median (rather than the mean as in Faber's study) is taken to be the index of each element's importance as a task of the school. The choice of median rather than mean was made because the median is a non-parametric statistic. Non-parametric statistical techniques do not assume that the scores under analysis were drawn from a population distributed in a normal way and in this study the ranks assigned the items as demonstrated in the frequency distributions, (Table 5) do not always approach a normal distribution.

From Table 6 it can be seen that after the internship experience interns rank the tasks of elementary education in a manner very similar to the way they rank them prior to the experience. It could certainly not be said that the interns' opinions of the tasks of the elementary school show any general change as a result of their internship experience. Seven of the tasks are assigned the same rank before and after the experience in Project MEET. Only four tasks appear to be ranked differently to an extent which may be significant.

It is perhaps impossible to ascertain the specific reasons for the differences between the interns' pretest and posttest rankings of the tasks of elementary education. Some observations, however, may be in order. Faber (1965, p. 296) notes in his study that prospective teachers rank the accumulation of a fund of knowledge significantly higher than did either educators or noneducators.

TABLE 5

PERCEPTIONS OF INTERNS REGARDING THE TASKS OF THE  
ELEMENTARY SCHOOL EXPRESSED IN FREQUENCIES OF RESPONSES\*

Tasks	Weight--	Low				High			Total
		1	2	3	4	5	6	7	
A. A fund of information	Pre	2	1	4	9	1	1	0	18
	Post	1	3	4	8	2	0	0	18
B. The basic tools for knowledge	Pre	0	0	0	0	0	8	10	18
	Post	0	0	0	1	3	1	13	18
C. Figuring things out for one's self	Pre	0	0	1	2	5	10	0	18
	Post	0	0	0	0	5	12	1	18
D. A desire to learn more	Pre	0	0	0	0	3	8	7	18
	Post	0	0	0	0	1	15	2	18
E. The ability to live and work with others	Pre	0	0	0	1	10	7	0	18
	Post	0	0	0	3	11	3	1	18
F. Rights and duties of citizenship	Pre	0	2	5	7	4	0	0	18
	Post	0	4	3	8	3	0	0	18
G. Loyalty to Canada	Pre	3	8	3	4	0	0	0	18
	Post	4	6	5	3	0	0	0	18
H. Knowledge of the peoples of other lands	Pre	0	0	2	13	2	1	0	18
	Post	1	1	3	8	5	0	0	18
I. A well cared for body	Pre	1	2	5	8	2	0	0	18
	Post	0	3	2	10	3	0	0	18
J. An emotionally stable person	Pre	1	1	1	1	13	0	1	18
	Post	1	0	0	3	8	5	1	18
K. A sense of right and wrong	Pre	0	0	3	7	8	0	0	18
	Post	0	1	5	6	6	0	0	18
L. Enjoyment of cultural activities	Pre	1	2	9	5	1	0	0	18
	Post	0	2	6	7	3	0	0	18
M. Occupational opportunities	Pre	1	4	4	8	1	0	0	18
	Post	1	3	7	4	3	0	0	18
N. Training for a specific high school programme	Pre	1	2	7	4	3	1	0	18
	Post	1	5	3	8	1	0	0	18
O. The role of various family members	Pre	1	8	7	2	0	0	0	18
	Post	2	4	9	3	0	0	0	18
P. Use of money and property	Pre	7	6	4	1	0	0	0	18
	Post	7	4	7	0	0	0	0	18

\*See Appendix C for complete statement of tasks.

TABLE 6

MEDIANS AND RANKS ASSIGNED TO SCHOOL TASKS  
BY MEET INTERNS BEFORE AND AFTER THEIR INTERNSHIP EXPERIENCE

	Before Internship Experience		After Internship Experience	
	Median	Rank	Median	Rank
A. A fund of information about many things.	3.72	9	3.62	11
B. The basic tools for acquiring and communicating knowledge -- the 3 R's.	6.60	1	6.81	1
C. The habit of figuring things out for one's self.	5.60	3	5.83	3
D. A desire to learn more -- the inquiring mind.	6.25	2	6.03	2
E. The ability to live and work with others.	5.30	4	5.04	5
F. Understanding rights and duties of citizenship and acceptance of reasonable regulations.	3.80	8	3.75	9
G. Loyalty to Canada and the Canadian way of life.	2.25	15	2.33	15
H. Knowledge of and appreciation for the people of other lands.	4.04	7	4.00	6.5
I. A well cared for, well developed body.	3.62	10	3.90	8
J. An emotionally stable person, able to cope with new situations.	4.88	5	5.12	4
K. A sense of right and wrong -- a moral standard of behaviour.	4.36	6	4.00	6.5
L. Enjoyment of cultural activities -- the finer things of life.	3.18	13	3.64	10
M. General awareness of occupational opportunities and how people prepare for them.	3.50	11	3.21	13
N. Classification and training for a specific kind of high school programme -- academic, technical, etc.	3.36	12	3.50	12
O. Understanding the role of various family members.	2.50	14	2.83	14
P. An introduction to budgeting and effective use of money and property.	1.83	16	2.00	16

Silas (1968, p. 64) in her study at McGill makes a similar observation. Faber (1965, p. 296) suggests that "the higher ranking given to accumulation of a fund of knowledge may be a reflection of the prospective teacher's current role as student." If this is so, it would be interesting to know at what point after beginning a teaching career the relative importance of this task begins to decline in the eyes of the teacher. It would appear from the findings of this study that this task (accumulation of a fund of knowledge) is perceived by the intern as being less important after his internship experience than before.

The other task considered by the interns to be of less importance is the task relating to the development of a general awareness of occupational opportunities and how people might prepare for them. Two tasks of the elementary school, the development of 1) a well cared for, well developed body, and 2) an enjoyment of cultural activities -- the finer things of life, appear to be ranked significantly higher and are therefore considered more important by the interns after their internship experience. The reasons for these changes in the perceptions of the interns are not clear to this investigator.

Nothing can be stated about the extent of agreement between 'interns' and co-operating teachers' rankings of the tasks of elementary education. The question of whether the internship experience results in more agreement between interns' and co-op-

erating teachers' perceptions of these tasks cannot be answered as a result of this study. The interns' posttest rankings of the tasks of public education are more similar to the rankings of the educators in Faber's study than are their pretest rankings, but the extent of agreement between the rankings of these educators and the co-operating teachers of this study is not known. If it is assumed that these co-operating teachers perceive the tasks of public education more like the educators in Faber's study than like the prospective interns in this study, this would imply that interns change from perceiving through the "eyes of a student" to perceiving through the "eyes of a teacher." Under these conditions, it could be said that interns agree more with co-operating teachers' rankings of the tasks after their internship experience than before. It is unfortunate that the rankings of co-operating teachers are not known and that the above discussion must of necessity be based on questionable supposition. It can be said, however, that interns change in their perceptions of a number of tasks after the internship experience. After the internship experience, they feel that it is a less important task of the elementary school to (1) be a fund of information about many things, and (2) develop a general awareness of occupational opportunities and how people prepare for them; and that it is a more important task to (1) instill in students the value of a well cared for, well developed body and, (2) to inspire in students an enjoyment of cultural activities -- the finer things in life.



### The Teacher Role Description Questionnaire

The purpose of administering the Teacher Role Description (TRD) Questionnaire (Horowitz, 1965) to the nineteen MEET interns was to determine in still another way the effect of the programme on the expectations and perceptions of the interns. TRD is an instrument which was designed by Horowitz (1965) to enable student teachers to indicate their expectations of elementary school teachers and their perceptions of the expectations held by co-operating teachers, both before and after a student teaching experience. (The TRD Questionnaire is included in Appendix D.) At least four measures can be obtained: (1) interns' expectations before student teaching, (2) interns' perceptions before student teaching of co-operating teachers' expectations, (3) interns' expectations after student teaching and (4) interns' perceptions after student teaching of co-operating teachers' expectations.<sup>1</sup> For each of these measures it is possible to obtain three scores --

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<sup>1</sup>The following outline summarizes the code that was used in this study for these four measures.

	Pretest	Posttest
Interns' <u>expectations</u> for the role of elementary school teacher	E1	E2
Interns' <u>perceptions</u> of co-operating teachers' expectations for the role of elementary school teacher	P1	P2

nomothetic, idiographic, and transactional -- corresponding to the three dimensions of the Getzels model on which TRD is based.<sup>1</sup>

The TRD consists of five replications and each replication contains twelve items which deal with the behaviour of the elementary school teacher. Among each set of twelve, four of the statements are nomothetic, four are idiographic, and four are transactional. In this study, as in Horowitz's, the respondent was asked to select from each set of twelve items, the four items that he considered most appropriate for describing, say, his own expectations and to select the four items that he considered least appropriate. When scoring the items, a value of three was assigned to those considered most appropriate, a value of two to those unmarked, and a value of one to those considered least appropriate. It was in this way that nomothetic, idiographic, and transactional scores were calculated for each form that was completed.

A trial run with Stanford University students ( $n = 56$ ) was made by Horowitz, 1) to estimate the reliability of the TRD and 2) to correlate the TRD with the MTAI. The instrument was found to be reliable (Horowitz, 1965, p. 36). The MTAI, which is purported to predict "how well satisfied the teacher will be with teaching as a vocation" (Cook, Leeds and Callis, 1951, p. 3), was found to be positively related to the idiographic dimension -- the

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<sup>1</sup>Whereas the nomothetic (N) dimension refers to goals of the institution and to emphasis on role in behaviour, the idiographic (I) dimension refers to needs of individuals and to emphasis on personality in behaviour. The transactional (T) dimension represents the balance between idiographic and nomothetic (Horowitz, 1965, p. 20).

dimension of personality needs in behaviour -- and negatively related to the nomothetic dimension. There was a very slight and insignificant coefficient of correlation of  $+0.03$  between the transactional items of the TRD and the MTAI.

In Horowitz's study, the only published study using the TRD, five samples ( $n = 98$ ,  $n = 70$ ,  $n = 62$ ,  $n = 24$ ,  $n = 20$ ) completed both forms of the TRD before and after a student teaching experience. Two general conclusions (among others) that he was able to make were that (1) student teachers change in their attitudes toward teaching after a student teaching experience and (2) student teachers perceive differences between their own expectations and the expectations of co-operating teachers both before and after their student teaching experience. It is the purpose of this section of this study to determine the effect of the MEET Programme on the expectations and perceptions of the interns. Whether the internship experience has a similar effect on the attitudes of interns as the student teaching experience had on the student teachers in Horowitz's study is the question which is being raised. Do interns change in their attitudes toward teaching after their internship experience, and if they do change, how? Do interns perceive differences between their own expectations and the expectations of co-operating teachers both before and after an internship experience, and if they do, what kind of differences are perceived?

To determine the effect of the MEET Programme on the expecta-

tions and perceptions of the interns, two-tailed t tests of significance for related samples were used. Ferguson (1959, p. 145) points out that the t test assumes that the population distributions are normal. The distribution for each of the scores for the MEET sample are included in Appendix E, and it can be seen from their frequencies that the distributions are at least roughly bell-shaped and not U-shaped.

From Table 7 it can be seen that four differences appear to be significant: the interns' expectations are less nomothetic and more idiographic on the posttest as compared to the pretest; the interns' perceptions of co-operating teachers are less nomothetic and more idiographic on the posttest as compared to the pretest. E2I is greater than E1I, P1N is greater than P2N, and P2I is greater than P1I, with the differences being significant at the 0.01 level of confidence, or better. E1N is greater than E2N and the difference is significant at the 0.02 level of confidence.

The internship experience seems to bring about two significant changes among interns. They become less nomothetic and more idiographic in their expectations after their internship experience. This change suggests that interns are less concerned after their internship experience than before with the expectations of others for the role of the teacher and interns are more concerned with self after this experience than before. The second important change is that after their internship experience, interns perceive

TABLE 7

DIFFERENCES BETWEEN PRETEST AND POSTTEST MEAN SCORES  
FOR INTERNS EXPECTATIONS AND PERCEPTIONS

Greater Score			Lesser Score			<u>r</u>	<u>t</u>	Level of Signif- icance
Score	Mean	S.D.	Score	Mean	S.D.			
E1N	32.88	3.94	E2N	32.50	3.34	.50	2.68	0.02
E2T	51.72	1.98	E1T	51.39	2.44	.72	.82	0.50
E2I	38.06	3.16	E1I	35.61	4.02	.78	4.15	0.01
P1N	36.28	5.50	P2N	32.50	2.92	.46	3.29	0.01
P2T	50.28	2.82	P1T	50.17	3.94	.51	.13	0.95
P2I	37.17	3.48	P1I	33.72	3.70	.32	3.48	0.01

co-operating teachers as being less nomothetic and more idiographic. As well as becoming more idiographic and less nomothetic in their own expectations, interns perceive co-operating teachers in a similar way.

The interns' scores on the TRD can also be analyzed to determine the extent of agreement, or difference, between interns' expectations and interns' perceptions of co-operating teachers' expectations both before and after the internship. Horowitz (1965, p. 75) refers to these scores as assumed dissimilarity scores. It can be determined whether interns see themselves differently from the way they see co-operating teachers. In Table 8 it can be seen that the t values of the differences of four relationships are significant at the .05 level of confidence, or better. Only in two of the relationships, the differences between E1T - P1T and E2I - P2I are the t values not significant at the .05 level or better. On both the pretest and the posttest, therefore, the interns perceive co-operating teachers as being more nomothetic than they perceive themselves. Although on the pretest, interns perceive co-operating teachers as being less idiographic than they perceive themselves, on the posttest the difference between interns' expectations and interns' perceptions of co-operating teachers' expectations on the idiographic dimension are not significant. Finally, on the posttest, but not on the pretest, interns perceive co-operating teachers as being less transactional than they perceive themselves.

TABLE 8  
ASSUMED DISSIMILARITY SCORES  
FOR MEET INTERNS ON PRETEST AND POSTTEST

Greater Score			Lesser Score			<u>r</u>	<u>t</u>	Level of Signif- icance
Score	Mean	S.D.	Score	Mean	S.D.			
P1N	36.28	5.50	E1N	32.88	3.94	.54	3.04	0.01
E1T	51.39	2.44	P1T	50.17	3.94	.48	1.47	0.20
E1I	35.61	4.02	P1I	33.72	3.70	.58	2.19	0.05
P2N	32.50	2.92	E2N	30.50	3.34	.75	3.77	0.01
E2T	51.72	1.98	P2T	50.28	2.82	.86	4.11	0.01
E2I	38.06	3.16	P2I	37.17	3.48	.83	1.82	0.10

Interns perceive, therefore, that differences exist between their own expectations and the expectations held by co-operating teachers. However, although they perceive major differences between their own expectations and the co-operating teachers' expectations on both the nomothetic and the idiographic dimensions before their internship experience, it is only on the nomothetic dimension that interns perceive a difference after their internship experience. In other words, on the idiographic dimension interns perceive the co-operating teachers' expectations as being similar to their own.

Generally, it can be concluded from the findings that: 1) interns change in their attitudes toward teaching after the internship experience and 2) interns perceive differences between their own expectations and the expectations of co-operating teachers. Horowitz (1965) was able to draw the same general conclusions. His findings suggest, however, that students become more nomothetic and less transactional in their expectations after a student teaching experience; and that students perceive co-operating teachers as being more nomothetic, less transactional, and less idiographic than they perceive themselves both before and after their student teaching experience. Not all his findings, it is noted, are similar to the findings of this investigation.

We should not be too surprised to find the results of this study differing from the results of Horowitz's study to the extent that they do. The internship experience is different from the



student teaching experiences of the prospective teachers in his study. It does appear that, after the internship experience, interns perceive co-operating teachers as being similarly concerned with personal needs. At least on the idiographic dimension, therefore, the interns would appear to see themselves more like teachers.

#### Papers and Interviews

The feelings and attitudes that student teachers have reveal much about this programme in teacher education. Indeed, an evaluation of any programme in teacher education would be incomplete, if there was a lack of understanding on the part of the investigator of the feelings and attitudes that students have toward their teacher preparation programme.

A knowledge of the feelings and opinions of the MEET interns should add significantly to an understanding of:

- 1) what is actually going on in the teacher education process in Project MEET,
- 2) the extent of success of some aspects of the programme, and
- 3) the difficulties to be guarded against in the future.

A knowledge of these feelings and attitudes should also provide some of the information necessary to the formation of hypotheses about teacher education and, especially, about the internship in teacher education. It is the purpose of this section, then, to

discuss the interns' feelings and attitudes about Project MEET.

Two weeks before their final class at the college the interns were requested to submit anonymously a short paper in which they would describe "their feelings about their teacher education programme and their year at university."<sup>1</sup> They were asked to complete this assignment during a two week period. The interns were not given any guidance in structuring their papers.

From the eighteen papers approximately one hundred and fifty "specific" feelings of the interns toward Project MEET were expressed. There were also other "vague" feelings or attitudes such as "I feel very satisfied" or "I feel that there have been things of inestimable value." However, only those specific feelings expressed by the MEET students were categorized by this investigator.

The one hundred and fifty specific feelings or attitudes appeared to fall into three categories: 1) positive feelings or attitudes, 2) negative feelings or attitudes, and 3) changing feelings or attitudes. A list of these specific feelings quoted directly from the interns' papers and under the three categories is found in Appendix F.

From the papers it was impossible to know whether a feeling toward Project MEET expressed by a few or even one of the interns was in fact a feeling held by only those interns. Did the interns

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<sup>1</sup>This request was made to the interns by this investigator.

who did not express a certain feeling about the programme simply overlook that feeling when they were writing their papers or did they not have such feelings?

Another question which arose from the papers submitted by the interns concerned the "source" of the feelings expressed by the interns. Nearly all of the interns expressed the feeling that Project MEET was very demanding and perhaps even too demanding in terms of work load. In what way was it demanding? What aspects of the programme were most or least demanding?

To determine how common certain feelings were, to give more meaning and depth to some of their feelings, and to determine the source of these feelings interviews were arranged with all of the interns. The structure of the interviews was based on the papers that had been submitted to this investigator by the interns. Certain feelings that had been expressed by only one or a small number of interns were discussed with the interns in the interview setting to determine how common these feelings really were. Also, there was some discussion of other feelings that the interns had expressed in their papers so that a better understanding of these feelings could be achieved.

The interview guide-line or structure which was employed by

the interviewer<sup>1</sup>, who met with the MEET interns approximately a month after they had submitted their papers to this investigator, is found in Appendix G. With the permission of the interns and their co-operating principals, each of the interviews took place at the co-operating schools and lasted between thirty and fifty minutes. They were completed within two days.

As can be seen in Appendix G, there were seven very general questions which each of the interns was asked to consider in the interview. The interviewer allowed the interns time to respond to these questions on their own so that forced answers to a large number of specific questions were avoided. For example, although one of the interns in his paper had expressed a negative feeling toward the "confessional atmosphere of the advisory group sessions," the interviewer avoided asking a specific question of how interns felt about the confessional atmosphere of advisory group sessions. In this way simple responses were avoided. During the interviews the interns did most of the talking and probing and direct questioning on the part of the interviewer were minimized. The interviewer simply took notes of the responses of the interns to the general questions.

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<sup>1</sup>The interviewer was a trained professional counsellor who was an impartial observer of Project MEET. This individual had not previously met with any of the MEET interns. He was chosen by this investigator because of his ability as an interviewer and because it was felt that the interns would be more open and honest with such an individual.

One way of describing the feelings and attitudes of the interns toward Project MEET is to use the seven general interview questions as headings, and to deal with the reactions of the interns as revealed in their papers and in the interviews under these headings.

- 1) "Did you feel during your college year as if you were under a microscope?"

It can be concluded from the papers that two of the interns would answer this question positively. One intern, for example, stated in his paper:<sup>1</sup>

.....I feel I am the Project MEET bug being scrutinized under a giant microscope, while the chain of power (i.e. co-operating teacher, authorities at Mac, etc.) is kept informed and aware of my every move, expression, opinion, act, statement, feeling. Always always under scrutiny, every minute.....very uncomfortable feeling.....

In the interview, twelve interns answered "yes" to this first general question. They did feel as if they were under a microscope. Seven interns answered "no." However, in the discussion which took place during the interview, seven of the twelve interns who answered in the affirmative qualified their answers by explaining that being "under a microscope" did not

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<sup>1</sup>Quotations from the interns' papers, and from other sources have no footnote references. Preceding and following these types of statements are five dots. In this way the identity of the respondent is concealed. Most of the time the identity of the individual being quoted is not even known to this investigator.

bother them at all; they "felt it very necessary," they "expected it," and "it didn't bother them."

The same twelve interns who indicated that they did feel as if they were under a microscope claimed that a "confessional atmosphere" was part of Project MEET. Only one intern in his paper mentioned this aspect of Project MEET.

.....I remember at times being quite fed up with the confessional aspect of some of the conferences and the feeling that everyone wanted to know exactly what you were thinking.....

Four of the twelve interns who claimed that a confessional atmosphere did exist in the project felt that there was no pressure for them to "confess." However, eight of the interns appeared to hold negative feelings about this aspect of the programme.

One of the interns in his paper claimed that:

.....All year long we have been milked of our opinions.....

Fifteen of the interns made similar statements in the interviews, but ten of them claimed that they "appreciated" the fact that they were "milked of their opinions;" they "felt it was necessary" because of the nature of the programme. Four interns in their interviews did not voluntarily express the feeling of being "milked of their opinions" nor did they respond positively when the question, "Did you feel that during the year you were milked of your opinions?" was asked of them.

Although only one intern mentioned in his paper that:

.....There is a built in grape-vine in the project.....

thirteen of the interns in the interview indicated agreement with this statement. Six interns did not agree. The thirteen interns who did agree credited this "built in grape-vine" aspect of the project as contributing to the solidarity and "sharing atmosphere" of the group.

Finally, in response to the general question of whether an intern felt as if he were under a microscope, thirteen of the nineteen interns claimed that interns tended to be candid in their opinion, "at times." Four of these thirteen interns were more specific and claimed that "some individuals" tended to be candid. Three interns confessed that they were candid in their opinions because they "wanted the programme to succeed." Six interns did not feel that they or other interns were at any time candid in their opinions.

- 2) "How did you feel about the work load that you were required to carry?"

In their papers almost half ( $n = 9$ ) of the interns appeared to express the feeling that their work load was too heavy.

.....I have found the programme extremely exhausting.....

.....There is just too much work.....and the work seemed to be concentrated at one time.....I am truly looking forward to an early-to-bed night.....

In the interviews sixteen of the interns agreed that their work load was heavy, but only two specified that it was too heavy.

Three interns thought that the work load they were required

to carry was "reasonable."

All of the interns qualified their answer to the general question concerning their work load. They all felt that their load at the co-operating school was more "reasonable" and more "flexible" than their load at the college. This is not to say that they all felt their work load at the school was any easier or lighter. Six of the nineteen interns stated that they felt that their work load at the school was heavier than at the college. Thirteen interns felt the opposite was true. However, over half of the interns ( $n = 11$ ) mentioned the fact that any pressure on them at the school was "self imposed." (The interviewer has explained to this investigator that in his opinion this is why many of the interns described their work load in the school as "reasonable" and more "flexible" than at the college.) Sixteen interns felt that their work load was not steady but fluctuating and these same sixteen mentioned that they felt their load was heaviest near the end of the programme at the college because many of their assignments were due at this time.

At this point (Question 2) in the interview, as well as one other point, many of the interns claimed that during the year they felt a "conflict of loyalties" between the school and the college. This feeling they claimed influenced the extent of their effort at the school and at the college. This "conflict of loyalties" factor is discussed in more detail under Question 4.



3) "How did you feel about the people you worked with?"

In their papers interns expressed a variety of feelings about the people with whom they worked -- co-operating teachers, principals, supervisors, and other interns.

The least specific feelings were expressed about the co-operating teachers, and the interns who did express in their paper some feeling toward their teacher ( $n = 3$ ) tended to express what seemed to be negative feelings. In the interview, however, only two interns expressed dissatisfaction in their "interpersonal relations" with their co-operating teacher. Fourteen interns claimed to be well satisfied and three said that although they started poorly, their relationships continually improved. It was in the area of professional help that the interns felt they were "let down" by their co-operating teachers. Most of the interns ( $n = 16$ ) expressed a need for more direction, observation, and constructive criticism from their co-operating teachers.

In their interview, eleven of the interns said that they were treated like teachers in the co-operating school from the very first day at the school. Seven interns felt that in their situation there had been a gradual shift from the student-to-teacher to the teacher-to-teacher relationship. Only one intern claimed that he often felt "annoyed" and "frustrated" because at times he was treated like a teacher, while at other times he was treated like a student. All of the interns stressed how

important they felt it was to achieve the status of a teacher in the school.

On the whole the interns ( $n = 16$ ) felt that they did not receive enough guidance from other people involved in the project (supervisors and instructors). In the interview, fourteen felt that their supervisors and instructors could have been "more constructive" and sixteen claimed that they did not come often enough. These sixteen interns especially mentioned the lack of guidance they received at the beginning of the project.

Some of the feelings that the interns expressed in their papers concerning this "lack of guidance" are as follows:

.....I did not achieve a situation in the school whereby I could learn much from teachers. I worked alone too often -- attacked problems alone. This is partly my fault and partly due to the situation in which I found myself.....

.....At times I felt like I was teaching in a vacuum -- teaching myself. I was also not getting enough feedback from the college.....

Seven other interns expressed similar feelings in their papers.

In their relationships with their supervisors and instructors, the majority of the interns ( $n = 16$ ) felt (in the interview) that they were treated on an equal basis with these people. This fact seemed to be appreciated by the interns.

.....Part of the success of the programme is due to the smallness of the group and the "special treatment" by the professors. By special treatment I mean the agreement between professors and interns that the interns are mature responsible and reasonably intelligent individuals.....

.....The "MEET" aspect of our programme is exciting -- interns in constant dialogue with professors and administration instead of just soaking up material.....

Eight other interns expressed similar feelings in their papers. Only three interns expressed to the interviewer that they felt their relationships with their instructors and supervisors had been on a "conventional" student-teacher basis.

All of the MEET interns (n = 19) commented in a variety of positive ways about their relations with other interns. They felt that there was a generally co-operative rather than a competitive atmosphere amongst the group. Some of the interns did feel, however, that there was a "slight" competitive atmosphere. Some of their feelings concerning the intern group as expressed in the papers were as follows:

.....Working with the group of nineteen was a huge morale builder. We felt the same ways and worked together; we helped each other in ways that may seem trivial but really were very important to each of us and the group as a whole.....

.....Knowing that you weren't the only one and knowing that every member of the group would stand behind you 100% was very comforting.....

.....I learned a great deal from interacting with other MEET interns.....

Seventeen interns felt that the advisory group sessions were a very valuable part of their experience at the college. In the interview, they talked about the "sense of security" they acquired as a result of their advisory group sessions, and the "morale

boosting atmosphere" of these sessions. One intern described it as "group therapy." Four interns felt that the sessions decreased in value during the latter part of the year. Only two interns valued the advisory group sessions for the exchange of teaching methods and ideas which at times took place in these sessions. The other interns felt that there was more of an exchange of ideas over lunch and coffee than there was in the advisory group meetings.

Only four interns expressed in their papers any feelings they held about the advisory group sessions. One intern expressed his feeling in this way:

.....The advisory group sessions were the highlight of the week because we were together in all respects and this was really one of the ways through which we were able to relate Mac days with school days.....

The seventeen interns who appreciated the advisory group sessions as a "valuable experience" would agree with this statement.

4) "How do you feel about the integration of the two phases of the programme?"

In their papers nearly all of the interns ( $n = 17$ ) expressed how they felt about the integration of the two phases of the programme -- the experiences in the co-operating school and at the college. These feelings were expressed in a variety of ways which were considered by this investigator to be both positive and negative.

Some of their positive feelings concerning the integration of the two phases were typified in their papers by such comments as:

.....Most of what I have learned at the college has become very meaningful.....

.....I was able to come back to the college and say to an instructor that this particular method didn't work and I could find out why.....

.....The practice either reinforces the theory or makes you investigate why it doesn't.....

Seven other interns expressed similar, seemingly positive, feelings.

It was their programme at the college that the interns felt was the cause of any lack of integration of the two phases of the programme. Fifteen interns indicated their dissatisfaction with the lack of integration between the two phases. Statements in their papers such as the following typify these feelings:

.....The lack of continuity between the two parts of the programme is annoying....Only two methods courses actually dealt with subjects at the grade level at which I am teaching, and only in doing work in these two subjects did I feel that I was working in both dimensions of the programme simultaneously.....

.....At times I felt that the college programme was somewhat removed from our school activity because we were all in such different grades and subjects.....

.....Some courses (methods courses) are too time and effort consuming.....

In spite of the large number of interns who expressed negative feelings about the integration of the two phases of

the programme in their papers, it was surprising that the interviewer found that only four interns claimed to be completely dissatisfied with this aspect of the programme. However, from these four interns and from some of the others he summarized in the following way the comments made by ten interns: "Professors were not aware of the philosophy of the MEET programme and what we were doing;" by four interns: "Sometimes we had to teach something just to complete an assignment;" .... "Professors could have been more flexible;" by nine interns: "Some methods courses were not relevant to the age group I was teaching;" by thirteen interns: "Some methods courses were irrelevant;" and by eight interns: "The small assignments such as the preparation of an isolated lesson plan were of no value." It would appear to be true that although only four interns claimed to feel completely dissatisfied with the integration of the two phases of the programme, none of the interns was completely satisfied with the extent of integration.

Other feelings were expressed by the interns in their papers and in the interviews concerning the integration of the two parts of the programme. Eleven interns felt that the timing of the methods courses (courses were scheduled in certain cycles during the year) tended to decrease the value of the courses themselves. As one intern said, "How I would have enjoyed the history course and the science course at the right time." This intern happened to be teaching science when the history

course was being given at the college and vice-versa. Five interns felt that more methods courses would have been more beneficial "Especially," claimed one intern, "if the courses were optional."

Finally, nearly all of the interns (n = 17) mentioned that they felt at times that there was a "conflict of loyalties" between their co-operating school and the college. They had difficulty "striking a balance" between the two parts of the programme. One of the interns expressed this feeling in his paper:

.....One thing which I have felt often is a resentment at having to leave something half way through thinking it out in order to meet a committment for the other half of the programme....Enthusiasm is a commodity which can't be warmed over.....

Most of the interns who claimed to have some difficulty "striking a balance" also claimed to feel this "frustration" of having "to leave something half way through thinking it out" and having to force themselves "to establish priorities."

- 5) "Do you feel that being a part of Project MEET affected your involvement in social and extracurricular activities at the college?"

Only one intern even hinted in his paper as to the way in which he would answer this question. This intern stated that he felt:

.....The biggest let down at the college was the lack of college spirit -- not necessarily the tavern scenes, or drunks after the football games, etc., but just the opportunity to talk with and share experiences with other 1-G students and 2-S, D, or frosh education students.....

In their interviews, sixteen of the nineteen interns agreed that their MEET involvement had affected their social and extra-curricular involvement at the college, but only seven of them felt that they would have been interested in these activities.

- 6) "Can you think of any dramatic changes in your perceptions in relation to a) the aims of education, b) teaching as a profession, c) specific subjects, d) the principal of the school, e) pupils, and f) yourself?"

In the papers nearly all of the interns expressed how their feelings and attitudes had changed during the year. To determine how common these changes were and in an attempt to understand the nature of these changes, the interviewer encouraged the interns to describe what they considered to be the changes in their perceptions.

Concerning the aims of education, eight of the interns claimed to have experienced a change in themselves, and the change was from being subject matter oriented to becoming pupil oriented. These eight claimed in the interview that they felt "teaching kids to think" was most important. One intern said that he became more "conservative -- less like Summerhill." Ten of the interns felt that there had been no real dramatic change during the year in



the way they perceived the aims of education.

Only one intern in his paper expressed any feeling toward teaching as a profession. His comment was:

.....I came to realize that a teacher's education cannot and should not end with his receiving a diploma -- as someone said, "If he is a good teacher he'll always be a student but a student who sees with a teacher's eyes.".....

In their interviews almost half of the interns ( $n = 9$ ) suggested that there had been a change in their perceptions in relation to teaching as a profession. Four interns expressed surprise at the amount of "experimentation and innovation" going on in the schools. Another six interns felt they became more "broadminded" and more "tolerant" of other methods of teaching. These six expressed this feeling by saying such things as the following: "There certainly is not just one way of doing it;" "The teachers I dealt with did things differently and successfully."

Geography and history were subjects that were mentioned by over half the interns as subjects which they had come to see in a "different light." Changes in perceptions in relation to other subjects were mentioned only by individual interns. In geography and history ten interns claimed that although they had started with "very neutral" feelings toward these subjects, they had come to enjoy these subjects more than any of the other subjects. Not one of the interns claimed to have felt a change from positive to negative feelings with respect to any subject.

One intern in his paper expressed a change in his perceptions with respect to the principal of the school. He said:

.....I remember last year I thought that a principal was an administrator only.....Instead he is an integrator of his staff, a guide in many ways and certainly an educator in a very vital way.....

In the interviews it became evident to the interviewer that any expressed changes in the perceptions of the interns toward the principal of an elementary school were based on the personality of the principal of the particular co-operating school. Consequently, there was no common change in perceptions expressed by the interns.

The only common change in the way the interns perceived the children in the schools, was that three interns claimed (during the interviews) to have been "surprised" that "pupils were not as passive as they thought they would be." The other interns (n = 16) did not express any change in their feelings toward children. Concerning this change, one intern in his paper claimed:

.....My attitudes toward the children I teach have certainly changed. Where before I thought in terms of the "group" or the "class", I now see individuals, unique and interesting of themselves.....

All of the interns felt that there had been a "dramatic" change in the way they perceived themselves during the year. In their interview, they talked about the change from "feeling like a student" to "feeling like a teacher." For the majority of them

(n = 16) they felt that this had been a "gradual change." Three interns singled out Christmas as the "turning point." All of a sudden they were not "students at heart" but "teachers at heart."

A number of interns express this feeling in the papers:

.....In September, I was a student at heart. I loved the ivory tower. Conflict arose in me because my academic feelings were being challenged by a new responsibility -- being a teacher.....It took me many months to finally recognize that my academic life and my professional life were not separate entities, but only different sides of the same coin.....

.....March was the turning point.....I began to consider myself a teacher, a teacher who was privileged enough to be exposed to the research and innovations of the ivory tower....Macdonald College work assumed the role of a secondary education, sort of a reinforcement of my principle education which was taking place in the school.....

.....At first I was terribly enthusiastic about everything. However, during the second term I've noticed a great decline in this enthusiasm. First, there is the matter of loyalties...In situations where there arose a conflict in my mind or a situation where the school and the college made demands on time or effort simultaneously, in the end, the school held priority in my mind.....

.....My first experience in the classroom "was a bomb." It was a shattering experience.....At this point I looked forward to the Mondays and Fridays at the college with eagerness and tremendous need .....Misery does have company .....I enjoy going to Oakridge better than Mac now. Its as if I don't need the college as much now. I am no longer "tied to its apron strings" as I have much more self-confidence.....

7) "Did your feelings toward the programme follow any pattern?"

Four interns, in their papers, described in a general way, how their feelings toward the programme changed during the year.

Two of the comments were:

.....Looking back at Project MEET one picture I get is of me riding on the "Project MEET roller coaster" sometimes up on the summits and peaks, but other times way down in the dips and depressions. One long roller coaster ride.....

.....I don't think there has been a year in which I have varied so much between loving it and loathing it and hitting all the points between these two extremes.....

In the interviews the interns were only slightly more specific as to what had caused their "ups and downs." Their major cause for "loving it" came from the pupils with whom they came in contact. At least seven interns mentioned this factor as the "highlight" of the programme. It was the heavy work load at the college that twelve interns mentioned as the cause for their sometimes "loathing" the project. Also, three interns mentioned that they felt "low" when a fellow intern was having difficulty.

When the interviewer asked the interns if their feelings toward the programme had gone from positive to negative, only three answered in the affirmative. Sixteen interns explained to the interviewer that their feelings toward the programme had followed a pattern from "positive" to "even more positive."

#### Other Findings

There are other sources of data that can contribute to the description of the feelings and attitudes of the interns. The

sources of these other data are 1) the diaries that were submitted to this investigator by seven interns, 2) the anecdotal reports kept by the three major supervisors, 3) the assignments completed by the interns for some of their seminars, and 4) this investigator's own observations, which he recorded during the year. The data from these sources will be discussed in an order corresponding to the seven general questions of the interview guideline.

It appears that to a great extent the feelings expressed by some interns in their papers and in their interviews of "being under a microscope" and of being "milked of their opinions," are positive feelings that the interns hold toward the project. One intern in his diary stated that he liked the fact that "the faculty seems interested in the MEET interns" and that there seemed to be "an enlightened administration." From comments such as these, and from the observations of this investigator, it would seem that the interns felt they held, what some of them referred to as a "special status" as MEET students. They were a part of the "new programme" and they were not adverse to condemning the "ordinary programme" in teacher education at the college. One intern, for example, in his diary discussed the "ordinary programme" in this way:

.....I think that the 1-G students will feel the need for Macdonald College next year -- when it will be too late for them. They will rant and rave and maintain that their courses were bare and inadequate. But, this is not so; it's just that they consumed their courses at the

wrong time. The intern is able to grope his way through a teaching day feeling secure that the college will help him out and point him in the right direction as he matures. The beginning teacher (a product of the "ordinary programme") will also be a "groper", but without this cushion to fall back on.....When he (the conventional student teacher) takes his courses, he is unaware of their meaning and importance. It is probably like learning to ski from a book, with a couple of short, scary "practice" visits to the ski slopes!.....

Comments such as this one indicates that the MEET interns perceived their programme as being "superior" to a conventional programme in teacher education, but, it must be emphasized that they were not always accurate in their perceptions of other programmes.

Even in their assignments for their courses, some interns supported the MEET Programme and compared it with other programmes. One intern, for example, reviewed a book which criticized methods courses.<sup>1</sup> He wrote:

.....The solution is to improve methods courses, not (as the author suggests) discard them.....Also my own experience in Project MEET has shown me that increased practice teaching is indeed profitable, but because I have the opportunity to apply immediately what I acquire in my methods courses, I find myself appreciating the benefits of the latter more than some people I know in the conventional course.....

Their perceived "special status" seemed to give them the confidence to discuss other programmes as well as their own. They appreciate, for the most part, what goes along with this special status. As

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<sup>1</sup>Neatby, Hilda, So Little for the Mind, Clarke Irwin, Toronto, 1953.

one intern put it: "It's nice to be listened to after four years in college when you are not listened to." Without "listening to the interns," and "milking them of their opinions" and having them feel "as if they were under a microscope," it is debatable whether the interns would have achieved their "special status."

Concerning the work load that the interns were required to carry, little more can be added to what has been noted earlier. In the diaries and in the anecdotal reports there are some references to the fact that the work load "at times" is heavy. Also, in the diaries the words "flexible" and "reasonable" are used by the interns to describe their work load at the co-operating school. With regard to the programme at the college one intern said, "I don't mind working hard, but not on some irrelevant assignment." Therefore, it appears that any negative feelings that they have about their work load are feelings about their work load at the college rather than at the schools.

The interns expressed a variety of feelings in their diaries and in conversation with this investigator about the people with whom they worked. From these sources it can also be said that the interns felt it was important to achieve the status of teacher in the school. Moreover, their co-operating teachers and to a lesser extent their principals, were the persons who assigned to them this status. Two interns mentioned that their co-operating teachers had introduced them to the children as "student teachers."

These two interns were very annoyed at this event and felt that it had hampered their progress in the school. Another intern complained that he did not always receive the staff notices and this made him feel "left out" of events at the school. The interns who were most satisfied with their "status" credited their satisfaction to such things as "having to do the same things as teachers do, like taking attendance, etc."

The one time when all of the interns expressed a satisfaction with their status in the school is worth mentioning. It was in January when student teachers from the other programmes at the college were in the co-operating schools. One intern described the student teachers in his school as "lost sheep." From the other interns, there were similar comments made concerning the role of student teachers. The consensus among interns was that the segregation of teachers and student teachers was quite noticeable. "Student teachers ate lunch at their own table or in their own group, while we sat with the teachers and were considered a part of the teaching staff," claimed two interns, "even to the extent that the teachers talked and joked about the new student teachers with us."

From reading their diaries and the anecdotal reports, and from personal observations, it is obvious that the interns were dissatisfied with the guidance they received from their super-



visors, instructors and their co-operating teachers. The same conclusion was reached from the papers and the interviews, and little more insight is acquired from the diaries and anecdotal reports.

It has already been mentioned that all of the MEET interns commented in a variety of positive ways, in their papers and in the interviews, about their relations with other MEET interns. In their diaries and in conversation with this investigator they support these positive feelings. "Knowing that you weren't alone.....was very comforting." was the statement of one intern. Most interns implied that they also felt this way.

The comments concerning the integration of the two phases of Project MEET from the diaries and from conversation add little to what was accumulated from the papers and interviews. One different and perhaps even significant comment expressed by an intern in his diary was as follows:

.....I have had some problem achieving the 'balance' we have talked about. However, I am not too worried about this. It is natural to become more excited about specific plans for a geography project than to spend hours reading philosophy in the cloistered state. The one is more immediate. I am rediscovering the fun of doing, putting ideas into practice. I look forward to lecture days in which I will learn more about things I can pass on to children -- and soon. This is the beauty of the course. When you are excited about an idea, you can incorporate it at the school before it loses its freshness.....

This intern appears to accept the difficulty of achieving "balance" in the programme. Although no other intern expressed

his feelings about the balance in Project MEET in quite this way, it would be interesting to know the extent of agreement among the interns with regard to this opinion.

During the advisory group sessions there were times when some of the interns claimed to have felt "left out" of certain events and activities at the college. The majority of the interns toward the end of their internship appeared to be a little "hurt" that no picture and, even more serious, that no mention of the Pilot Group of MEET Interns appeared in the college yearbook. However, as has been reported fewer than half ( $n = 7$ ) of the interns in their interview felt that they missed very much by being excluded from social and extra-curricular involvement at the college.

Concerning the changes in the interns' perceptions during the year there are little other data to expand what is already known, and what has been discussed. Interns did perceive changes in their perceptions in relation to the aims of education, teaching, specific subjects, pupils, and themselves. Sometimes these changes in perceptions were described as gradual.....more and more I am seeing myself as a teacher.....and sometimes these changes were abrupt.....Was I ever surprised to find out what the role of a principal of a school really was..... Also, the way in which the interns perceived the programme changed many times during the year. As one intern claimed in the advisory group session.....There are real "highs" and real "lows" in this programme.....

## CHAPTER IV

## SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Both the quantitative and the other findings of this study allow some discussion of what is actually going on in a teacher education programme. The quantitative findings, especially, give some insight concerning the change in interns' attitudes as a result of his participation in an internship programme. To a lesser extent, the other findings also allow something to be said about the change in interns' attitudes. Therefore, in the first part of this chapter, an examination of the changes in interns' attitudes will be made.

Only the other findings provide some idea of the ways in which Project MEET was successful<sup>1</sup> and unsuccessful. These findings also reveal some of the problems in the programme. In the second part of this chapter, therefore, a closer look will be made regarding some of the successes and failures or problems. Also, the possible reasons for the success of the programme will be discussed.

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<sup>1</sup>Project MEET during its first year was considered sufficiently successful by the Faculty of Education so that the decision was taken to extend the programme for 1968-69.

### Attitude Changes of MEET Interns

At the start of their programme all of the interns claim to have seen themselves as students. By May, interns perceived themselves more like teachers than like students. Most of the interns described this change in perception as a gradual one, but three interns referred to a specific "turning point" in the way they perceived themselves.

The interns felt more like students in September, when they also felt a great need for the college. This is not surprising. One would expect a recent university graduate to feel more "comfortable" in a college setting than in a school setting. As an intern gained self confidence in his co-operating school, he appeared to become less and less dependent on the college. Therefore, their need for the Mondays and Fridays at the college decreased. Even the advisory group sessions, valued so highly by the interns during the pre-Christmas term, according to some interns diminished in value during the second term. At some time during the year all the interns, when faced with demands from both their school and the college, gave priority to the demands of their school.

Perhaps this change in attitude of interns, from seeing themselves as students to feeling more like teachers, has implications concerning the scheduling of the two phases of the programme. At least the question should be studied as to whether these two phases,

the Mondays and Fridays at the college, and the three days each week in the co-operating school, should be scheduled differently. Would it be better, for example, if rather than spending two days each week throughout the college year at the college, the interns could spend perhaps three or even four days each week in the college classroom at the start of the programme, and only one day each week at the college toward the end of the college year? Or, would it not be even better if the intern could return from his school to the college when he felt the need for this return? Whether the reorganization of the college programme to facilitate the interns in these ways would be possible or even practical would have to be determined. However, it seems that this approach would result in a programme which would more completely meet the needs which the intern perceives as being important.

The interns also changed in their attitudes toward teaching as measured by the MTAI and this change was in the positive direction. A further study of the nature of this change showed that on three of the five dimensions (Moral Status, Discipline, and Principles of Child Development) there were significant changes, also in the positive direction.

Comparison of the pretest and posttest MTAI scores in this study are interesting when compared with the results of other studies in which the MTAI was used with student teachers. Studies

of the MTAI have tended to illustrate the detrimental effects of practice teaching on the attitudes of student teachers toward teaching. Getzels and Jackson (1963, p. 509), for example, report a tendency for students to drop in their positive attitudes toward teaching during their first experience. Rabinowitz and Rosenbaum (1960, p. 319) found a more severe decline in MTAI scores for beginning teachers in New York City. Although Campbell (1967, p. 161) in his study of student teachers found no significant change in the total MTAI scores after a practice teaching experience, he did report a decline on two of the dimensions within the MTAI on the posttest (on only one dimension was this decline significant). These and other studies reports Walberg (1968, p. 43) suggest a conflict between personality needs (to establish rapport with children) and role demands (to establish authority and discipline in the professional role of teacher during practice teaching).

The results of this study show that the positive attitudes of interns toward teaching increase after a nine month internship experience. The question that arises, then, is whether or not this rise is continuous. If the interns were to complete the MTAI a number of times during their nine month internship experience, would their total scores be higher after each completion, or would the interns, like student teachers, show a drop in their positive attitudes toward teaching at the start of their experience?

Considering, especially, the way in which interns described the change in their perceptions of both themselves and the college -- a change from feeling like a student to feeling more like a teacher, and a change from feeling a real need for the college to feeling confident without the college -- it would appear that an initial decline in positive attitudes precedes the increase. If this is so, and the interns actually decline in their attitudes toward teaching before there is a significant shift in the positive direction, the findings of some of the other studies can be better explained. Perhaps the student teacher, who, compared to the intern does not have a long experience in a school does not arrive at the hypothetical "turning point" at the end of his student teaching period. Perhaps the intern also declines to this hypothetical "turning point" at some time during the internship, but shifts in his attitudes in the positive direction before the year is over. Might this explain why numerous studies have shown a negative shift in MTAI attitudes of student teachers after a student teaching experience? And, if student teachers never do reach this "turning point" in their attitudes toward teaching during their teacher education programme, but begin a teaching career with negative attitudes toward teaching, could this be an explanation for the high drop out rate of teachers during their first years in the profession? A further investigation of the change in attitudes of interns and student teachers is certainly warranted. If the

neophyte teacher is at the hypothetical "turning point" perhaps the intern was correct in suggesting that other student teachers would "feel the need for the college next year....when it will be too late."

It seems possible that the scores on the idiographic dimension of the TRD might also follow a pattern of initial decline and eventual increase. In Horowitz's study (1965) the student teachers' idiographic expectations decreased (although this decrease was not significant) after the student teaching experience. Their idiographic perceptions did not decrease, but the increase on this dimension was not significant. In the present study with interns, however, both the idiographic expectations and perceptions increased significantly. This finding is not surprising considering the findings of the MTAI, and the fact that the idiographic dimension of the TRD and the MTAI are positively related (Horowitz, 1965, p. 37). Perhaps, as was hypothesized for the findings on the MTAI, the interns scores on the idiographic dimension of the TRD would be similar at some early stage in the internship to the scores of student teachers after an initial student teaching experience, and, the posttest scores on this dimension are the result of many more months of field experience.

The findings of the TRD also suggest that interns change in their attitudes toward teaching on dimensions other than the idiographic one. Interns appear to become less nomothetic -- less



concerned after their internship experience than before with the expectations of others for the role of the teacher. They seem to change in their perceptions so that they perceive co-operating teachers as being less nomothetic after the internship experience than before.

Finally, the results on the TRD indicate that interns perceive differences between their own expectations and the expectations of co-operating teachers. On both the posttest and the pretest, interns perceive co-operating teachers as being more nomothetic than they perceive themselves. On the pretest, but not on the posttest, interns perceive co-operating teachers as being less idiographic than they perceive themselves, and on the posttest, but not on the pretest, interns perceive co-operating teachers as being less transactional than they perceive themselves.

These findings explain some changes in intern attitudes. Perhaps the most interesting overall finding is that there seems to be little similarity between the intern's and the student teacher's change in attitudes. Although this should not be surprising, because of the very different experience of the intern and the student teacher, it would be interesting to know if at any time, but, especially near the beginning of an intern's experience, the change in intern attitudes paralleled the change in the attitudes of the student teacher.

Finally, the pretest and posttest rankings of the tasks of public education indicate that interns also change in their perceptions of these tasks as a result of their internship experience. Two tasks of the elementary school appear to be ranked higher by the interns after their internship experience than before. A well cared for, well developed body, and an enjoyment of cultural activities -- the finer things in life, are the tasks which are perceived by the interns as being more important. Two tasks -- the development of a general awareness of occupational opportunities and how people prepare for them and the accumulation of a fund of knowledge -- are perceived by the interns as being less important after their internship experience.

Because the TPE was not completed by any other group but the intern group for this study, very little can be said concerning the change in the interns' perceptions of the tasks of public education, other than they did change in their perceptions of a number of these tasks. It would be interesting to determine the extent of agreement in the ranking of these tasks between interns and co-operating teachers and between interns and their college instructors. Another study might attempt to determine which of these two groups has the greater influence on the change in the interns' perceptions of the tasks of the elementary school.

### An Evaluation of Project MEET

From the additional findings it is impossible to determine the extent to which certain factors contributed to the success of Project MEET. There would seem to be no doubt that at least to some extent the success of the project is simply a result of the "newness" of the programme. This aspect of the project gave the intern a "special status" of which he was aware. He was part of a small group involved in a pilot project. For this reason, some interns felt "privileged", because they were the chosen few, and they were involved in what they considered the "superior" teacher education programme at the college. The newness aspect of MEET, then, contributed to the emergence of a Hawthorne effect, which certainly was a part of the success of the programme. However, the extent to which this factor did contribute to the success of the project would be difficult to determine.

Another factor which contributed to the success of Project MEET (and which is related to the "newness" factor) is what one intern called "an enlightened administration." We label it as the "treatment of the interns." Supervisors and instructors at the college were genuinely interested in the MEET interns. There was "constant dialogue between the interns and the administration (the three major supervisors)." The interns were for the most part treated on an equal basis with their instructors, and they felt, as one intern explained, like "mature, responsible adults."

Even their status in the school helped the intern to perceive himself less as a student and more as a teacher, a mature responsible adult. The MEET interns were "talked with" and not "talked to"; they had achieved, to some extent, what the student activist of 1968 is demonstrating for: a part in the decision-making process.

It could, of course, be argued that this factor -- the "treatment of the group of interns" -- cannot be separated from the "newness" factor in contributing to the success of the programme. It could be suggested that the concern shown for the opinions of the interns was a result of the "newness" of the pilot project. However, the treatment of interns as mature, responsible adults is surely something that can be continued in any year with any similar group of interns.

Perhaps one factor above all others could be singled out as the one which seemed to contribute most toward the successful interpersonal relations to which the interns refer. The interns were given their own desks and they were treated as teachers to a great extent in the school. However, the advisory group sessions appear to have been the most necessary ingredient in the success of this aspect of the programme. Some interns referred to them as "group therapy" sessions, with a "morale boosting" atmosphere, where they really "got to know each other." The findings would suggest that for these reasons the advisory group sessions were

essential to the success of the project.

Another factor which appears to have contributed to the success of the internship project and which, perhaps, is also related to the "newness" factor, is the size of the MEET group. In addition, this factor is probably related to the "treatment of the group." The small size of the group allowed members of the faculty and supervisors to get to know the interns well and enabled each of the interns to get to know each other well. "Knowing that you weren't alone was important," claimed one intern.

Again, the importance of this factor -- the size of the group -- to the success of the programme is difficult to determine. But that it is one ingredient that contributed to the success of the internship seems clear. And, of major importance for the future, the size of the group of interns and the treatment of a group of interns are factors which can be easily controlled.

A final major factor which appears to have contributed to the success of the programme is the flexibility of the programme, especially in the schools. The position that an imposed structure would not result in desirable educational change (Horowitz, 1967), allowed for an almost individualized programme in teacher education to evolve. The interns spoke of their workload at their school as reasonable, flexible, and "self imposed." To a great extent they acquired experience in the schools at their own speed and in areas

of their own choice. They, along with their co-operating teacher(s), developed teaching patterns which were of benefit to themselves.

From the findings, then, it seems appropriate to conclude that there were four major factors contributing to the success of the project in the first year -- the newness of the project, the "treatment" of the interns, the size of the group of interns, and the flexibility in the internship in the school. The four factors are probably related. It is questionable whether the interns would have been treated any differently from student teachers in other programmes had they not been involved in a totally "new" programme. Also, to a great extent the size of a group of interns dictates the treatment afforded them. It is difficult to imagine a group of interns much larger than twenty five having similar interpersonal relations, especially with their instructors and supervisors. And, it is doubtful whether the flexibility achieved in certain aspects of the MEET programme could have been initiated to the same extent in a regular student teacher programme. Indeed, change (in this case, change in the way students were treated, change in the size of a group of teacher candidates, and change in the organization for flexibility) is facilitated by a new institution. But the internship cannot remain "new" for very long.

The importance of concerning ourselves with the other three major factors -- the treatment of a group, the size of a group,

and the flexibility of the programme -- which appear to have contributed most to the success of Project MEET in its first year cannot be overemphasized. The ways in which the interns were "treated" by the faculty should be studied carefully. When the excitement of the "new" programme wears off, there will be a great danger of reverting to the perhaps more comfortable student-faculty role relationships, which surely is in part the cause of student unrest.

For the same reasons, the size of future intern groups must be carefully considered. We hear so much today about the dehumanized urban high school and the much more dehumanized universities, with their large classes in which no one really gets to know anyone else. If the time should come, when it was considered advisable and practical to institute the internship pattern throughout the college, experience with this year's MEET group would suggest that a number of groups or sections of interns should be formed, each with its own advisory group, advisory group leader, project director, and instructors.

There is also great danger of "slipping back" by destroying the flexibility that naturally evolved in the first year of Project MEET. It is "neater" and for many people more comfortable when roles are clearly defined and uniform patterns are systematically developed. It is debatable, however, whether the MEET internship could remain successful if this kind of rigidity were introduced. Certainly, the

roles of the different people involved in the internship should be studied, as the lack of understanding of these persons' roles has given rise to some difficulties this year. Also, the different teaching patterns developed by and for the interns must be investigated so that we can come to realize which patterns are the most desirable ones. However, we should not forget one of the basic notions of the project director -- that an imposed structure will not necessarily result in desired educational change.

It is from our knowledge of some of the feelings that are held by the interns that we can conclude that there are these four major factors that contributed to the success of Project MEET in its first year. But, this same pool of information enables us to focus on some of the problems or shortcomings of the project, which are at least shortcomings from the point of view of the interns.

There appears to be two major factors which were perceived by the interns to have contributed to the shortcomings in the pilot project: 1) the lack of flexibility in the programme at the college, and 2) the lack of guidance provided by the college.

While the interns described their workload at the school as "reasonable, flexible and self imposed", they described the work that they did at the college as "unreasonable, often of no value, and frequently irrelevant." Also, concerning the integration of the two phases of the programme, the interns expressed their dissatisfaction with the inflexibility of the college phase.



They sometimes had to teach something at school to complete an assignment for the college. In some cases the courses were not relevant to the age of children an intern was teaching. Because all the courses were compulsory, some interns were forced to attend courses pertaining to subject areas in which they were not teaching, and would probably not be teaching in the future. Often assignments seemed to be of no value to the interns.

There is nothing quite as useless as answers for which you have no problems. Is this not in essence what the MEET interns were saying? Because of the way the programme at the college was structured, the interns were often receiving answers to questions which were not significant to them. The Project MEET programme has been called an "individualized programme in teacher education" with respect to that phase of their programme in the co-operating school. However, the intern programme at the college did not achieve the same degree of individualization.

It seems that one of the advantages of the internship programme over a more conventional teacher education programme is that interns, more likely than regular student teachers, become aware of problems for which they need answers. The MEET interns were able to solve many of their field problems by talking with their instructors and supervisors, but, this they were able to do in spite of the formal programme at the college. It would seem, therefore, to be a very desirable change to introduce more

flexibility into the programme at the college. Research on the curriculum of an internship programme would also seem to be very important at this time.

A second major shortcoming of Project MEET in its first year of operation appears to have been the lack of guidance provided by the college. The interns felt a lack of guidance, especially at the start of the programme. Most of the interns were dissatisfied with the guidance they received during the entire year. They felt a need for more direction, observation, and constructive criticism from both their co-operating teachers and the MEET staff from the college. Most interns felt that their instructors and supervisors did not come often enough and most felt that when they did come they offered neither praise nor criticism. More than one intern claimed to have been frustrated by "never really knowing" whether he was doing well or poorly.

Concerning this lack of guidance, the MEET interns also felt that both they and their co-operating teachers should have been more familiar, especially in the beginning, with the project and what was expected of them. But, we have already suggested that one factor which contributed to the success of the programme was the flexibility of the programme in the school setting. To be sure, the interns and their co-operating teachers encountered some difficulties owing to this flexibility in approach or what the interns refer to as a lack of guidance. No doubt everyone would

have been more comfortable had the roles been more clearly defined. As was concluded previously, however, it would seem desirable in future to avoid imposing prescribed patterns and strict role definitions.

This investigator has taken advantage of data from a number of sources in his attempt to describe and analyse the attitudinal change on the part of interns. Some negative changes were noted and shortcomings of the project were discussed, but it is this investigator's belief that in the main, the positive attitudinal changes and the advantages of the project outweigh the negative changes and the shortcomings. It is as a result of such an analysis that we conclude that the project was successful in its initial year and we recommend that it be continued and developed further.

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APPENDIX A  
PREINTERNSHIP AND POSTINTERNSHIP SCORES  
FOR MEET INTERNS ON THE TOTAL MTAI  
AND ON EACH OF THE FIVE DIMENSIONS OF THE MTAI

PREINTERNSHIP AND POSTINTERNSHIP SCORES  
FOR THE MEET INTERNS ON THE TOTAL MTAI  
AND ON EACH OF THE FIVE DIMENSIONS OF THE MTAI

INTERN	TOTAL <u>MTAI</u>			MORAL			DISCIPLINE			PR CHILD DEV			PR OF ED			PERS REACT		
	PT	PTT	CH	PT	PTT	CH	PT	PTT	CH	PT	PTT	CH	PT	PTT	CH	PT	PTT	CH
1	72	85	13	8	11	3	7	0	-7	9	14	5	13	12	-1	-1	7	8
2	49	90	41	4	7	3	8	15	7	2	8	6	10	13	3	2	10	8
3	85	99	14	9	5	-4	0	6	6	8	10	2	14	17	3	12	10	-2
4	79	91	12	8	9	1	6	9	3	6	11	5	11	12	1	3	-1	-4
5	32	50	18	1	0	-1	1	0	-1	0	3	3	2	5	3	-4	0	4
6	46	53	7	6	9	3	2	8	6	0	7	7	7	6	-1	0	2	2
7	28	31	3	5	6	1	1	8	7	3	5	2	8	9	1	-4	-4	0
8	26	49	23	1	3	2	1	6	5	-1	2	3	-2	3	5	3	1	-2
9	89	113	24	7	7	0	6	15	9	11	14	3	13	13	0	11	14	3
10	85	90	5	7	9	2	7	11	4	8	10	2	11	14	3	12	5	-7
11	86	94	8	1	5	4	9	8	-1	10	13	3	13	16	3	6	6	0
12	73	104	31	-4	11	15	4	11	7	7	14	7	13	15	2	7	6	-1
13	94	88	-6	9	9	0	7	3	-4	6	14	8	12	14	2	14	5	-9
14	61	40	-21	5	-2	-7	-3	3	6	5	7	2	11	7	-4	4	0	-4
15	78	109	31	8	9	1	5	15	10	12	13	1	14	18	4	2	9	7
16	20	62	42	-3	1	4	0	4	4	0	9	9	-4	9	13	-3	2	5
17	27	59	32	0	3	3	3	6	3	-3	9	12	7	5	-2	-4	3	7
18	63	39	-24	8	8	0	4	6	2	10	5	-5	5	5	0	2	-1	-3
TOTAL	1093	1346	253	80	110	30	68	144	66	93	168	75	158	193	35	62	74	12

PT = Pretest      PTT = Posttest      CH = Change

APPENDIX B

THE FIVE DIMENSIONS OF THE MTAI  
AND THE MTAI ITEMS IN EACH OF THESE DIMENSIONS

MTAI DIMENSIONS

14 items Moral	19 items Discipline	18 items Child Dev.	22 items Princ. of Ed.	17 items Personal Reactions
18	3	24	12	1
47	7	28	16	5
58	13	37	19	6
65	15	40	21	25
70	35	41	23	31
72	39	43	26	54
75	46	52	42	67
87	51	76	48	94
95	60	81	53	98
99	77	89	59	101
125	102	97	63	106
137	104	103	71	107
140	110	122	82	111
145	118	127	91	117
	133	128	92	119
	136	129	93	132
	144	131	105	141
	146	143	108	
	148		121	
			123	
			135	
			149	

APPENDIX C

THE TASK OF PUBLIC EDUCATION (TPE) OPINIONNAIRE

THE T.P.E. OPINIONNAIRE

an instrument for obtaining opinions  
regarding

THE TASK OF PUBLIC ELEMENTARY EDUCATION

The T.P.E. Opinionnaire is not a test of your knowledge or skill. It is simply a device to record your opinions about the job of the public elementary school.

In the first section, you are asked to provide certain information about yourself - but, you will note, we do not require your name. Information and opinions will not be identified with individuals.

Now please turn to section one and answer all questions to the best of your ability. Do not leave any question unanswered.

## SECTION 1

(Do not write  
in this space.  
For Computer  
use only.)

1. In what course and year are you presently enrolled? Circle one:

FD      2D      2S      FDP      2DP

2. Have you ever been a full time teacher? If so, for how many years?

Circle one only: NO    YES, 1-4    YES, 5-9    YES, over 10

3. Have you ever held any other full time employment? How many years?

Circle one only: NO    YES, 1-4    YES, 5-9    YES, over 10

4. Occupation of head of your family \_\_\_\_\_

5. Circle category which contains salary of the head of your family.

<u>less than \$2000.</u>	<u>\$8000-9999.</u>
<u>\$2000-3999.</u>	<u>\$10,000-11,999.</u>
<u>\$4000-5999.</u>	<u>\$12,000-13,999.</u>
<u>\$6000-7999.</u>	<u>\$14,000-and over.</u>

6. Country of mother's birth \_\_\_\_\_

Country of father's birth \_\_\_\_\_

7. Age. Circle: under 18    18-20    21-25    26-30    31-40    over 40

8. Sex. Circle: M      F

9. Denomination of mother. Circle: Prot.    Jewish    R.C.    Other

Denomination of father. Circle: Prot.    Jewish    R.C.    Other

10. What average did you achieve in Grade XI? Circle: .

55-59.9%    60-64.9%    65-69.9%    70-74.9%    75-79.9%    80% and over

11. Do you intend to continue your education in the evenings and holidays?

Circle: NO      YES

12. What are your ultimate ambitions in education? Circle one only:

Elementary Teacher    High School Tchr.    University Tchr.    Administrator

(End of Section 1)

(Do not write below this line. For Computer use only.)

A    B    C    D    E    F    G    H    I    J    K    L    M    N    O    P

Please assume that the schools, for financial reasons, find it necessary to decrease the number of functions or services that they can perform. The Board of Education faces the problem of deciding which functions to drop and which to retain. Your opinion is sought by the Board.

You realize that children must learn many things -- some from their homes, some from their church, and some from the public school. You must decide now which functions belong to the school and which are most important.

Some of the services or functions that the elementary school now performs are listed on page 4. Please indicate your opinion of their importance as tasks of the elementary school in the following way:

Detach page 4 and separate into sixteen slips along the perforated lines.

Then, read the slips carefully and sort them into three piles. On the left, place the three or four which you regard as most important. On the right, place the three or four which are least important. Place the remainder in a pile in the middle.

Now, sort them further into seven piles -- the one most important in the first pile, the two next important in the second pile, three next important in the third pile, four in the fourth, three in the fifth, two in the sixth, and one least important in the seventh. When you have finished, your sort will look like this:

1st Rank (1 slip)	2nd Rank (2 slips of equal rank)	3rd Rank (3 slips of equal rank)	4th Rank (4 slips of equal rank)	5th Rank (3 slips of equal rank)	6th Rank (2 slips of equal rank)	7th Rank (1 slip)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
		<input type="text"/>	<input type="text"/>	<input type="text"/>		
			<input type="text"/>	<input type="text"/>		
				<input type="text"/>		

Remember, you are not ranking these items simply in terms of their importance but in terms of their importance as tasks of the public elementary school. When you are satisfied with your sort, enter the letters corresponding to the sixteen items (A, B, C etc.) in the spaces above. Please print clearly using capital letters.

When you have completed Section 2, clip slips together with paper clip.

You are asked not to leave your seat until the entire group has completed the Opinionnaire. Please hand in slips and Opinionnaire separately. Be careful not to detach sheets 1 to 3.



A. A fund of information about many things.

I. A well cared for, well developed body.

B. The basic tools for acquiring and communicating knowledge -- the 3 R's.

J. An emotionally stable person, able to cope with new situations.

C. The habit of figuring things out for one's self.

K. A sense of right and wrong -- a moral standard of behaviour.

D. A desire to learn more -- the inquiring mind.

L. Enjoyment of cultural activities -- the finer things of life.

E. The ability to live and work with others.

M. General awareness of occupational opportunities and how people prepare for them.

F. Understanding rights and duties of citizenship and acceptance of reasonable regulations.

N. Classification and training for a specific kind of high school program -- academic, technical, etc.

G. Loyalty to Canada and the Canadian way of life.

O. Understanding the role of various family members.

H. Knowledge of and appreciation for the peoples of other lands.

P. An introduction to budgeting and effective use of money and property.

APPENDIX D

THE TEACHER ROLE DESCRIPTION (TRD) QUESTIONNAIRE

Name .....

Date .....

116

*Unless instructed otherwise, please return to:*  
Professor Myer Horowitz,  
Institute of Education,  
Box 161,  
Macdonald College, Quebec, Canada.

# TEACHER ROLE DESCRIPTION\*

## Form I — Expectations

School of Education  
Stanford University  
Stanford, California

\*Adapted by Myer Horowitz from *Teacher Behavior Questionnaire*,  
an instrument developed by Egon G. Guba and Charles E. Bidwell

## READ THIS PAGE CAREFULLY BEFORE COMPLETING THE INSTRUMENT

The Teacher Role Description (Form I — Expectations) consists of 60 items which relate to different aspects of teacher behavior. These statements are arranged in five sets of 12, each set printed on a separate page. There are thus five such pages lettered from A to E.

For each page you are to select the *four items* (and *only* four), from among the 12 on that page, that you consider *most appropriate* for describing what *you expect* the elementary school teacher to do. Mark the four most appropriate items with a plus (+) sign in the spaces provided beside the statements.

For each page you are to select the *four items* (and *only* four), from among the 12 on that page, that you consider *least appropriate* for describing what *you expect* the elementary school teacher to do. Mark the four least appropriate items with a minus (—) sign.

*Four items* on each page (and *only* four), which in your judgment are neither most nor least appropriate, should be *left blank*.

*It is essential for you to follow these directions. One error may invalidate your responses.*

After completing the five pages, you will be asked to summarize your responses on an answer sheet.

In responding to these items, you should remember that there are no “right” or “wrong” answers. The only thing of importance is how you feel about the items in question. You will probably find it difficult on some pages to identify exactly four appropriate and four inappropriate items, or you may feel that none of the items on a page describes exactly how you feel. Please do your best and follow the instructions carefully. Do not spend too much time on any one item; first impressions are preferable to laboriously thought out answers. You should not spend more than five minutes on any page.

Your replies will be kept strictly confidential and will be available only to the researchers from the School of Education at Stanford University. You have been asked to write your name and to give other pertinent information because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the group reports that will be made.

Indicate plus (+)  
or minus (-), or  
leave blank

- |  |     |  |
|--|-----|--|
| 1. I expect the elementary school teacher to maintain the physical vigor and high efficiency which the teaching job requires so as to be able to meet the most exacting physical demands of teaching.                            | 1.  |  |
| 2. I expect the elementary school teacher to participate actively with groups of parents, since such participation is a part of the teacher's contractual obligation.  | 2.  |  |
| 3. I expect the elementary school teacher to participate actively in the development of administrative policies.   | 3.  |  |
| -----  |     |  |
| 4. I expect the elementary school teacher to believe that physical fitness and freedom from communicable diseases are the least that can be expected of the teacher, and so she maintains rigorous standards of personal health. | 4.  |  |
| -----  |     |  |
| 5. I expect the elementary school teacher to base teaching upon a clear awareness of goals which she determines herself, excluding from her considerations recommended practices which she does not consider useful.             | 5.  |  |
| 6. I expect the elementary school teacher to cooperate with other teachers to obtain maximal usefulness from limited facilities, since every teacher is entitled to share equally in using them.                                 | 6.  |  |
| 7. I expect the elementary school teacher to place emphasis on the guidance of the pupils in her class in order to understand each student's own needs and desires.  | 7.  |  |
| 8. I expect the elementary school teacher to display independence by ignoring her supervisor's suggestions, except when they can be integrated with her own goals.   | 8.  |  |
| 9. I expect the elementary school teacher to adapt the content contained in standard study guides to the conditions found in the individual classroom.   | 9.  |  |
| 10. I expect the elementary school teacher to utilize all school program suggestions outlined in the teacher's manual, since she feels that she is expected to do so.  | 10. |  |
| 11. I expect the elementary school teacher to view supervision as a means of finding out what the principal or supervisor expects her to do.   | 11. |  |
| 12. I expect the elementary school teacher to dress any way that is personally pleasing, since the kind of clothes that one wears is one's own business.   | 12. |  |

This column n  
contain *exactly*  
plus (+) and  
minus (-) sign

\* Male respondents, please substitute male pronouns throughout this instrument.

Indicate plus (+)  
or minus (-), or  
leave blank

- |   |     |  |
|---|-----|--|
| 13. I expect the elementary school teacher to get personal satisfaction from handling administrative problems, even the frustrating type that others would refer to the principal.  | 13. |  |
| 14. I expect the elementary school teacher to set a good example of personal behavior by acting the way she thinks she should, but being careful to avoid activities which might be misunderstood or misconstrued.  | 14. |  |
| 15. I expect the elementary school teacher to maintain that children have highest morale in a well disciplined environment, and so to show extreme firmness in the control of the class.  | 15. |  |
| 16. I expect the elementary school teacher to insist upon good work habits as the first order of business, since learning the content of the school program presupposes adequate methods of study.  | 16. |  |
| 17. I expect the elementary school teacher to cooperate with other members of the staff in the guidance of pupils.  | 17. |  |
| 18. I expect the elementary school teacher to belong to a political party and to maintain that her membership is of no concern to the school.   | 18. |  |
| 19. I expect the elementary school teacher to live in surroundings exemplifying the best standards of family life, since only then is she displaying her fitness to deal with children.   | 19. |  |
| 20. I expect the elementary school teacher always to follow proper channels in dealing with the front office, since this is the best way to keep in touch with latest developments in the principal's thinking.   | 20. |  |
| 21. I expect the elementary school teacher to be determined to have everything she considers important included in revisions of the school program.   | 21. |  |
| 22. I expect the elementary school teacher to participate willingly in the extra-curricular activities of the school, since, in terms of its own objectives, the extra-curriculum is as important a teaching function as most of the more traditional classroom activities. | 22. |  |
| 23. I expect the elementary school teacher to believe that children are resourceful when left on their own.   | 23. |  |
| 24. I expect the elementary school teacher to display independence, without, however, slighting the supervisor's suggestions and criticisms.  | 24. |  |

This column must contain *exactly* four plus (+) and four minus (-) signs.

Indicate plus (+)  
or minus (-), or  
leave blank

- |   |     |  |
|---|-----|--|
| 25. I expect the elementary school teacher to respect established patterns of subject matter organization and content, since they have stood the test of time and have demonstrated undoubted worth.              | 25. |  |
| 26. I expect the elementary school teacher to maintain her classroom in whatever state of order and appearance she personally feels will facilitate teaching the school program.                                  | 26. |  |
| 27. I expect the elementary school teacher to participate actively in the determination of curriculum objectives, and to bring to this experience her special competencies and insights of the school program.    | 27. |  |
| 28. I expect the elementary school teacher to follow the supervisor's suggestions carefully, since this is the only way that established school objectives can be attained.                                       | 28. |  |
| 29. I expect the elementary school teacher to maintain willingly a wholesome environment in her own home because she realizes that the home has a close relationship with the school.                             | 29. |  |
| 30. I expect the elementary school teacher to satisfy her own goals in all contacts and dealings with the administration.   | 30. |  |
| 31. I expect the elementary school teacher to cooperate with her colleagues, but to disagree when such disagreement is appropriate and necessary for the healthy operation of the school.                         | 31. |  |
| 32. I expect the elementary school teacher to feel personally responsible for helping the pupils with their social problems, since she is able to know each individual.   | 32. |  |
| 33. I expect the elementary school teacher to ignore school regulations by setting personal standards for her health because she believes that physical capacity differs from person to person.                   | 33. |  |
| 34. I expect the elementary school teacher to work cooperatively with the principal and to seek his assistance where it's helpful, but to handle familiar aspects without further consultation.                   | 34. |  |
| 35. I expect the elementary school teacher to adhere to the standards of morality in her personal affairs which she thinks are expected of teachers by her superiors.   | 35. |  |
| 36. I expect the elementary school teacher to relegate all important problems with parents to others for solution, since she is not best qualified by legal position and training to handle such critical issues. | 36. |  |

This column must contain *exactly* fo plus (+) and fo minus (-) signs

Indicate plus (+)  
or minus (-),  
leave blank

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|---|-----|
| 37. I expect the elementary school teacher to belong to a number of organizations outside of school, since every professionally-minded teacher is expected to belong.   | 37. |
| 38. I expect the elementary school teacher to maintain that the purpose of the extra-curricular part of the school program is to get each child to relax and to do what he wants to do.   | 38. |
| 39. I expect the elementary school teacher to develop definite curriculum objectives in line with the thinking of experts in the field, and to follow them closely once they are developed as the best means of assuring a clearcut program for the school. | 39. |
| 40. I expect the elementary school teacher to feel free to be selective about participation in community affairs, and to choose just those activities which are interesting and enjoyable to her.   | 40. |
| 41. I expect the elementary school teacher to view supervision as a help in solving teaching problems in terms of general concepts and policies.  | 41. |
| 42. I expect the elementary school teacher to interpret administrative regulations with flexibility, since rules are a restraint to intelligent personal action.  | 42. |
| 43. I expect the elementary school teacher to conduct classes with an eye for public relations, and to remember that the reputation of the school can be damaged by groups in the community.  | 43. |
| 44. I expect the elementary school teacher to keep in close touch with other teachers about school problems, and to remember that the best solutions are usually achieved when everyone involved has the opportunity to voice his own opinion.              | 44. |
| 45. I expect the elementary school teacher to devote a good deal of time to becoming aware of new developments in subject matter content and teaching method.   | 45. |
| 46. I expect the elementary school teacher to utilize detailed knowledge of each child in motivating learning, since each child's problems will require an individual and somewhat unique approach.   | 46. |
| 47. I expect the elementary school teacher to believe that the administrative affairs of the school should be of no concern to the teacher, but should be left to the discretion of the principal.  | 47. |
| 48. I expect the elementary school teacher to be guided by both community opinion and her own desires in setting standards for her personal behavior outside school.  | 48. |

This column must contain *exactly* plus (+) and minus (-) signs.



Indicate plus (+)  
or minus (-),  
leave blank

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| 49. I expect the elementary school teacher to view supervision as an opportunity to influence the supervisor to accept the teacher's own ideas and desires about various aspects of the teaching job.  | 49. |  |
| 50. I expect the elementary school teacher to maintain impartiality in the face of parental pressures for special favors and privileges, and to realize that the teacher has an equal obligation to the parents of all students.             | 50. |  |
| 51. I expect the elementary school teacher to support a pattern whereby orders and information are handed down by the principal to the teachers, because it is important for teachers to know exactly what the principal's expectations are. | 51. |  |
| 52. I expect the elementary school teacher to maintain impeccable personal behavior because she remembers that self control is part of the teacher's contractual obligation.   | 52. |  |
| 53. I expect the elementary school teacher to believe that the success or failure of the other teachers in the school is determined primarily by individual characteristics of teachers.   | 53. |  |
| 54. I expect the elementary school teacher to assume full personal responsibility for the teaching and learning within the classroom, since she knows best what learning activities are appropriate.   | 54. |  |
| 55. I expect the elementary school teacher to abide by the dictates of her own conscience in living her personal life outside the classroom.   | 55. |  |
| 56. I expect the elementary school teacher to belong to professional organizations because other teachers want her to do so.   | 56. |  |
| 57. I expect the elementary school teacher to utilize district approved curriculum guides in her teaching, but to adapt them to the needs and interests of the pupils in her class.  | 57. |  |
| 58. I expect the elementary school teacher to place considerable stress on the development of detailed lesson plans and not to deviate from the plan in her teaching.  | 58. |  |
| 59. I expect the elementary school teacher to view the principal primarily as a colleague, but to remember that he is the professional leader and not just a friend.   | 59. |  |
| 60. I expect the elementary school teacher to engage in personal activities which she personally enjoys and which others would consider in good taste.   | 60. |  |

This column 1  
contain *exactly*  
plus (+) and  
minus (-) sig

Name .....

Date .....

123

*Unless instructed otherwise, please return to:*  
Professor Myer Horowitz,  
Institute of Education,  
Box 161,  
Macdonald College, Quebec, Canada.

# TEACHER ROLE DESCRIPTION

## Form II — Perceptions

School of Education  
Stanford University  
Stanford, California

## READ THIS PAGE CAREFULLY BEFORE COMPLETING THE INSTRUMENT

The Teacher Role Description (Form II — Perceptions) consists of 60 items which relate to different aspects of teacher behavior. These statements are arranged in five sets of 12, each set printed on a separate page. There are thus five such pages lettered from A to E.

For each page you are to select the *four items* (and *only* four), from among the 12 on that page, that you consider *most appropriate* for describing what *you think cooperating teachers\** expect the elementary school teacher to do. Mark the four most appropriate items with a plus (+) sign in the spaces provided beside the statements.

For each page you are to select the *four items* (and *only* four), from among the 12 on that page, that you consider *least appropriate* for describing what *you think cooperating teachers expect* the elementary school teacher to do. Mark the four least appropriate items with a minus (—) sign.

*Four items* on each page (and *only* four), which in your judgment are neither most nor least appropriate, should be *left blank*.

*It is essential for you to follow these directions. One error may invalidate your responses.* After completing the five pages, you will be asked to summarize your responses on an answer sheet.

In responding to these items, you should remember that there are no “right” or “wrong” answers. The only thing of importance is how you feel about the items in question. You will probably find it difficult on some pages to identify exactly four appropriate and four inappropriate items, or you may feel that none of the items on a page describes exactly the expectations of cooperating teachers. Please do your best and follow the instructions carefully. Do not spend too much time on any one item; first impressions are preferable to laboriously thought out answers. You should not spend more than five minutes on any page.

Your replies will be kept strictly confidential and will be available only to the researchers from the School of Education at Stanford University. You have been asked to write your name and to give other pertinent information because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the group reports that will be made.

\* Throughout this form *cooperating teacher* is used to designate the teacher to whose class a student teacher is assigned for his practice teaching. Cooperating teacher is synonymous, therefore, with terms such as *assisting teacher*, *supervising teacher*, *master teacher*, and *critic teacher*.

Indicate plus (+)  
or minus (-), or  
leave blank

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|---|-----|--|
| 1. Cooperating teachers expect the elementary school teacher to maintain the physical vigor and high efficiency which the teaching job requires so as to be able to meet the most exacting physical demands of teaching.                            | 1.  |  |
| 2. Cooperating teachers expect the elementary school teacher to participate actively with groups of parents, since such participation is a part of the teacher's contractual obligation.  | 2.  |  |
| 3. Cooperating teachers expect the elementary school teacher to participate actively in the development of administrative policies.   | 3.  |  |
| -----   |     |  |
| 4. Cooperating teachers expect the elementary school teacher to believe that physical fitness and freedom from communicable diseases are the least that can be expected of the teacher, and so she maintains rigorous standards of personal health. | 4.  |  |
| -----   |     |  |
| 5. Cooperating teachers expect the elementary school teacher to base teaching upon a clear awareness of goals which she determines herself, excluding from her considerations recommended practices which she does not consider useful.             | 5.  |  |
| 6. Cooperating teachers expect the elementary school teacher to cooperate with other teachers to obtain maximal usefulness from limited facilities, since every teacher is entitled to share equally in using them.                                 | 6.  |  |
| 7. Cooperating teachers expect the elementary school teacher to place emphasis on the guidance of the pupils in her class in order to understand each student's own needs and desires.  | 7.  |  |
| 8. Cooperating teachers expect the elementary school teacher to display independence by ignoring her supervisor's suggestions, except when they can be integrated with her own goals.   | 8.  |  |
| 9. Cooperating teachers expect the elementary school teacher to adapt the content contained in standard study guides to the conditions found in the individual classroom.   | 9.  |  |
| 10. Cooperating teachers expect the elementary school teacher to utilize all school program suggestions outlined in the teacher's manual, since she feels that she is expected to do so.  | 10. |  |
| 11. Cooperating teachers expect the elementary school teacher to view supervision as a means of finding out what the principal or supervisor expects her to do.   | 11. |  |
| 12. Cooperating teachers expect the elementary school teacher to dress any way that is personally pleasing, since the kind of clothes that one wears is one's own business.   | 12. |  |

This column must contain *exactly* four plus (+) and four minus (-) signs.

\* Male respondents, please substitute male pronouns throughout this instrument.

Indicate plus (+)  
or minus (-),  
leave blank

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| 13. Cooperating teachers expect the elementary school teacher to get personal satisfaction from handling administrative problems, even the frustrating type that others would refer to the principal.  | 13. |  |
| 14. Cooperating teachers expect the elementary school teacher to set a good example of personal behavior by acting the way she thinks she should, but being careful to avoid activities which might be misunderstood or misconstrued.  | 14. |  |
| 15. Cooperating teachers expect the elementary school teacher to maintain that children have highest morale in a well disciplined environment, and so to show extreme firmness in the control of the class.  | 15. |  |
| 16. Cooperating teachers expect the elementary school teacher to insist upon good work habits as the first order of business, since learning the content of the school program presupposes adequate methods of study.  | 16. |  |
| 17. Cooperating teachers expect the elementary school teacher to cooperate with other members of the staff in the guidance of pupils.  | 17. |  |
| 18. Cooperating teachers expect the elementary school teacher to belong to a political party and to maintain that her membership is of no concern to the school.   | 18. |  |
| 19. Cooperating teachers expect the elementary school teacher to live in surroundings exemplifying the best standards of family life, since only then is she displaying her fitness to deal with children.   | 19. |  |
| 20. Cooperating teachers expect the elementary school teacher always to follow proper channels in dealing with the front office, since this is the best way to keep in touch with latest developments in the principal's thinking.   | 20. |  |
| 21. Cooperating teachers expect the elementary school teacher to be determined to have everything she considers important included in revisions of the school program.   | 21. |  |
| 22. Cooperating teachers expect the elementary school teacher to participate willingly in the extra-curricular activities of the school, since, in terms of its own objectives, the extra-curriculum is as important a teaching function as most of the more traditional classroom activities. | 22. |  |
| 23. Cooperating teachers expect the elementary school teacher to believe that children are resourceful when left on their own.   | 23. |  |
| 24. Cooperating teachers expect the elementary school teacher to display independence, without, however, slighting the supervisor's suggestions and criticisms.  | 24. |  |

This column must contain exactly the plus (+) and minus (-) sign.

Indicate plus (+)  
or minus (-), or  
leave blank

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| 25. Cooperating teachers expect the elementary school teacher to respect established patterns of subject matter organization and content, since they have stood the test of time and have demonstrated undoubted worth.              | 25. |  |
| 26. Cooperating teachers expect the elementary school teacher to maintain her classroom in whatever state of order and appearance she personally feels will facilitate teaching the school program.                                  | 26. |  |
| 27. Cooperating teachers expect the elementary school teacher to participate actively in the determination of curriculum objectives, and to bring to this experience her special competencies and insights of the school program.    | 27. |  |
| 28. Cooperating teachers expect the elementary school teacher to follow the supervisor's suggestions carefully, since this is the only way that established school objectives can be attained.                                       | 28. |  |
| 29. Cooperating teachers expect the elementary school teacher to maintain willingly a wholesome environment in her own home because she realizes that the home has a close relationship with the school.                             | 29. |  |
| 30. Cooperating teachers expect the elementary school teacher to satisfy her own goals in all contacts and dealings with the administration.   | 30. |  |
| 31. Cooperating teachers expect the elementary school teacher to cooperate with her colleagues, but to disagree when such disagreement is appropriate and necessary for the healthy operation of the school.                         | 31. |  |
| 32. Cooperating teachers expect the elementary school teacher to feel personally responsible for helping the pupils with their social problems, since she is able to know each individual.   | 32. |  |
| 33. Cooperating teachers expect the elementary school teacher to ignore school regulations by setting personal standards for her health because she believes that physical capacity differs from person to person.                   | 33. |  |
| 34. Cooperating teachers expect the elementary school teacher to work cooperatively with the principal and to seek his assistance where it's helpful, but to handle familiar aspects without further consultation.                   | 34. |  |
| 35. Cooperating teachers expect the elementary school teacher to adhere to the standards of morality in her personal affairs which she thinks are expected of teachers by her superiors.   | 35. |  |
| 36. Cooperating teachers expect the elementary school teacher to relegate all important problems with parents to others for solution, since she is not best qualified by legal position and training to handle such critical issues. | 36. |  |

This column must contain *exactly* four plus (+) and four minus (-) signs.

Indicate plus (+)  
or minus (-),  
leave blank

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| 37. Cooperating teachers expect the elementary school teacher to belong to a number of organizations outside of school, since every professionally-minded teacher is expected to belong.   | 37. |
| 38. Cooperating teachers expect the elementary school teacher to maintain that the purpose of the extra-curricular part of the school program is to get each child to relax and to do what he wants to do.   | 38. |
| 39. Cooperating teachers expect the elementary school teacher to develop definite curriculum objectives in line with the thinking of experts in the field, and to follow them closely once they are developed as the best means of assuring a clearcut program for the school. | 39. |
| 40. Cooperating teachers expect the elementary school teacher to feel free to be selective about participation in community affairs, and to choose just those activities which are interesting and enjoyable to her.   | 40. |
| 41. Cooperating teachers expect the elementary school teacher to view supervision as a help in solving teaching problems in terms of general concepts and policies.  | 41. |
| 42. Cooperating teachers expect the elementary school teacher to interpret administrative regulations with flexibility, since rules are a restraint to intelligent personal action.  | 42. |
| 43. Cooperating teachers expect the elementary school teacher to conduct classes with an eye for public relations, and to remember that the reputation of the school can be damaged by groups in the community.  | 43. |
| 44. Cooperating teachers expect the elementary school teacher to keep in close touch with other teachers about school problems, and to remember that the best solutions are usually achieved when everyone involved has the opportunity to voice his own opinion.              | 44. |
| 45. Cooperating teachers expect the elementary school teacher to devote a good deal of time to becoming aware of new developments in subject matter content and teaching method.   | 45. |
| 46. Cooperating teachers expect the elementary school teacher to utilize detailed knowledge of each child in motivating learning, since each child's problems will require an individual and somewhat unique approach.   | 46. |
| 47. Cooperating teachers expect the elementary school teacher to believe that the administrative affairs of the school should be of no concern to the teacher, but should be left to the discretion of the principal.  | 47. |
| 48. Cooperating teachers expect the elementary school teacher to be guided by both community opinion and her own desires in setting standards for her personal behavior outside school.  | 48. |

This column may  
contain *exactly* for  
plus (+) and for  
minus (-) signs

Indicate plus (+)  
or minus (-), or  
leave blank

- |   |     |  |
|---|-----|--|
| 49. Cooperating teachers expect the elementary school teacher to view supervision as an opportunity to influence the supervisor to accept the teacher's own ideas and desires about various aspects of the teaching job.  | 49. |  |
| 50. Cooperating teachers expect the elementary school teacher to maintain impartiality in the face of parental pressures for special favors and privileges, and to realize that the teacher has an equal obligation to the parents of all students.             | 50. |  |
| 51. Cooperating teachers expect the elementary school teacher to support a pattern whereby orders and information are handed down by the principal to the teachers, because it is important for teachers to know exactly what the principal's expectations are. | 51. |  |
| 52. Cooperating teachers expect the elementary school teacher to maintain impeccable personal behavior because she remembers that self control is part of the teacher's contractual obligation.   | 52. |  |
| 53. Cooperating teachers expect the elementary school teacher to believe that the success or failure of the other teachers in the school is determined primarily by individual characteristics of teachers.   | 53. |  |
| 54. Cooperating teachers expect the elementary school teacher to assume full personal responsibility for the teaching and learning within the classroom, since she knows best what learning activities are appropriate.   | 54. |  |
| 55. Cooperating teachers expect the elementary school teacher to abide by the dictates of her own conscience in living her personal life outside the classroom.   | 55. |  |
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| 57. Cooperating teachers expect the elementary school teacher to utilize district approved curriculum guides in her teaching, but to adapt them to the needs and interests of the pupils in her class.  | 57. |  |
| 58. Cooperating teachers expect the elementary school teacher to place considerable stress on the development of detailed lesson plans and not to deviate from the plans in her teaching.   | 58. |  |
| 59. Cooperating teachers expect the elementary school teacher to view the principal primarily as a colleague, but to remember that he is the professional leader and not just a friend.   | 59. |  |
| 60. Cooperating teachers expect the elementary school teacher to engage in personal activities which she personally enjoys and which others would consider in good taste.   | 60. |  |

This column may  
contain *exactly* 1  
plus (+) and 1  
minus (-) sign



APPENDIX E  
FREQUENCY OF SCORES ON TRD  
FOR MEET INTERNS

FREQUENCY OF SCORES ON TRD FOR MEET INTERNS

Score	Frequencies*											
	E1N	E1T	E1I	E2N	E2T	E2I	P1N	P1T	P1I	P2N	P2T	P2I
56		1						1				
55		1			1						1	
54		2			2			2			1	
53		3			4			3			2	
52					4			1			3	
51		3			2			4			3	
50		4			1						2	
49		2			3			1			1	
48		1					1	1			1	
47		1			1		1	3				
46			1								3	
45											1	
44								1	1			
43						1	1					1
42						3	1					2
41	1		1			2						1
40			1					1		1		1
39			1				1					1
38	1		1			4				1		1
37	2		1			3	1		2			3
36	1		3				3		3			3
35	2		2	1		3	1		2	1		1
34			1	1		1	1		2	1		2
33	3		2			1	3		1	5		1
32	1		1	3			1			2		
31	3		1	1			1		3	2		
30	2		1	7					3	4		1
29			1	2			1					
28				2					1	1		
27	1						1					
26												
25	1			1								
Total	18	18	18	18	18	18	18	18	18	18	18	18

\*Code: E = Expectations  
P = Perceptions

1 = Pretest  
2 = Posttest

N = Nomothetic  
T = Transactional  
I = Idiographic

APPENDIX F  
THE FEELINGS EXPRESSED BY THE  
INTERNS IN THEIR PAPERS

POSITIVE FEELINGS AND ATTITUDES  
EXPRESSED BY THE INTERNS

.....I felt the methods courses lacked thought provoking, challenging content.....but they did provoke me to think, analyze, and criticize the elementary schools in Quebec.....

.....The history and philosophy course was best when people got away from texts, and put things into their own words. This course as well as others let the MEET interns be individuals, and did not set up any strict forms.....

.....Over the year I have appreciated my classmates more and more.....this is in part due to the T-group sessions.....

.....History and philosophy was provocative and mentally stimulating.....

.....I felt that the professors were genuinely interested in my progress.....

.....I felt throughout the year that what I said and the way I felt was very important to those connected with Project MEET.....almost all these people.....seemed to find the time to talk over any difficulty we had.....

.....It was the constant interacting with professors which I found to be of greatest benefit here at the college.....

.....The relationships with people at Mac, with teachers and the principal at the school.....etc. had an effect on how I felt throughout the year.....

.....The understanding that each of us got from most of our instructors and our advisors seemed to be of great help most of the time.....

.....The "MEET" aspect of our programme is exciting -- interns in constant dialogue with professors and administration instead of just soaking up material.....

.....Discussion of courses and overall programme, meeting a staff and working for a principal -- the consultation of people concerned with education at all levels is a good thing.....

.....The main benefit of MEET is that interns are treated as mature people.....

.....I did so greatly appreciate the visits paid to me by the college supervisors.....

.....Part of the success of the programme is due to the smallness of the group and the "special treatment" by the professors. By special treatment I mean the agreement between professors and interns that the interns were mature, responsible and reasonably intelligent individuals.....

.....Part of the advantage of MEET has undoubtedly been being in a small group and treated as responsible adults.....

.....I particularly enjoyed the close relationships with our professors. This was definitely a high point in our Mac days and those of us who took advantage of their kindness, their precious time, and helpfulness gained far more from the courses than the lectures alone could provide.....

.....I feel like a teacher.....

.....It was at the school that I became positive that teaching was definitely for me.....

.....Teachers and students forgot that I was a student teacher for the most part.....

.....I feel confident that I am prepared for next year and most important I know for certain that I truly enjoy teaching and it is the best profession for me.....

.....I feel that the informal evaluation in the staff room and in the classroom have been extremely valuable to me.....

.....I am sure all of us have grown terribly involved and concerned with the teaching profession and the future of education.....

.....I intend to help this programme in future years.....

.....I really hope that I can be involved with an intern sometime before my starry-eyed ideas lose their brightness.....

.....Most of what I have learned at the college has become very meaningful.....

.....At the school I was given the freedom to experiment and I learned so much from my own mistakes. I feel that I have already made my share of big blunders.....I've learned a great deal of what not to do.....

.....I was able to come back to the college and say to an instructor that this particular method didn't work and I could find out why.....

.....Being in a school for such a long period gave me a chance to try different methods and to have time to think about them.....

.....I had time to sit back and think about why I am teaching a certain thing.....

.....The emphasis on the practical aspects of teacher education has given me an opportunity to try the methods given at the college, evaluate them, modify them, or in some situations discard them.....this "second chance" has been great.....

.....Time spent in the college and in the schools was properly distributed.....

.....The practice either reinforces the theory or makes you investigate why it doesn't.....

.....I learned a great deal from interacting with other MEET interns.....

.....The nature of the group eased many of the difficulties.....

.....Knowing that you weren't the only one and knowing that every member of the group would stand behind you 100% was very comforting.....

.....I feel that it was through the group members that morale was kept high all through the year.....

.....The understanding that each of us got from each other seemed to be of great help most of the time.....

.....The group tends to exclude criticism from other outside groups, but is full of internal critical discussion.....

.....There is an awareness now that our group is a more tightly cohesive unit since growing and discovering together.....

.....The group of nineteen was a blessing. We were such a close group and so very honest with each other. This was my 'feedback' -- the sharing of experiences with eighteen other concerned individuals.....

.....The closely knit group which we have formed has been a great strength to the programme. I do not feel that any of us hesitate to put forth our views.....

.....We try to be helpful to one another by sharing our ideas, materials, etc. There is no competitive factor standing in our way.....

.....Working with the group of nineteen was a huge morale builder. We felt the same ways and worked together, we helped each other in ways that may seem trivial but really were very important to each of us and the group as a whole.....

.....The advisory group was valuable in that it served to weld the group together at the beginning of the year.....

.....The aspect of loyalty to the programme, I feel, is very much a part of the success of Project MEET.....

.....Part of the success of the programme is due to the feeling that we must prove a point.....

.....The advisory group sessions were the highlight of the week -- because we were together in all respects and this was really one of the ways through which we were able to relate Mac days with school days.....

.....I feel that I want to do much more reading in philosophy and education.....

.....I was impressed and enjoyed the workshops or seminars in education.....

NEGATIVE FEELINGS AND ATTITUDES  
EXPRESSED BY THE INTERNS

.....I feel I am the Project MEET bug being scrutinized under a giant microscope, while the chain of power (i.e. co-operating teacher, authorities at Mac, etc.) is kept informed and aware of my every move, expression, opinion, act, statement, feeling. Always, always under scrutiny, every minute.....very uncomfortable feeling.....

.....All year long we have been milked of our opinions.....

.....There is a built in grape-vine in the project.....

.....I remember at times being quite fed up with the "confessional" aspects of some of the conferences and the feeling that everyone wanted to know exactly what you were thinking.....

.....There are just too many vested interests involved. We all want this project to succeed. As a result, the interns have often not been as completely honest as they might have been.....

.....I am tired and waiting for June.....

.....I have found the programme extremely exhausting.....

.....The most important and lasting feeling I have now is exhaustion.....

.....We were overworked at times.....

.....I feel exhausted and would prefer to put more time and energy into school activities.....

.....Right now the work seems piled over my head and I can't see.....

.....There is just too much work.....and the work seemed to be concentrated at one time.....I am truly looking forward to an early-to-bed night.....

.....I feel that the choice of co-operating teachers was too haphazard.....



.....The present situation that I am in is not as desirable as I would like.....the co-operating teacher cannot change too readily. There are many ideas that I hold which are vastly different from hers.....

.....Throughout the year my co-operating teacher was aloof and distant.....he really doesn't enjoy sharing his teaching tasks with me.....

.....One thing which I have felt often is a resentment at having to leave something half way through thinking it out in order to meet a commitment for the other half of the programme....Enthusiasm is a commodity which can't be warmed over.....

.....The lack of continuity between the two parts of the programme is annoying.....only in two subject areas did I feel that I was working in both dimensions of the programme simultaneously.....

.....I found it difficult to strike a balance between school and college.....

.....How I would have enjoyed the methods courses at the right time.....

.....I feel that the assignments given at the college have been very badly timed.....

.....At times I felt that the college programme was somewhat removed from our school activity because we were all in such different grades and subjects.....

.....Many assignments were so ridiculous and unfitted for our use.....

.....Some courses I now feel are too time and effort consuming, (I am thinking particularly of music methods, but of course this is only my own personal reaction to the course and not that of most interns).....

.....The only course which really frustrated me was art.....

.....Many of the methods courses taught at the college could not be put into practice this year, which is frustrating, as they demand a knowledge of the subject matter which we do not have. The year was a constant battle to keep up on content as well as on methods.....

.....Only two methods courses actually dealt with subjects at the grade level at which I am teaching.....

.....Two courses, art and music, proved to be very frustrating. Some of the frustration in the art course I attribute to my lack of ability and some to the approach to the course itself.....

.....It was frustrating that at the end of each short cycle I always felt I wanted to know more and do more.....

.....I don't see why we didn't have four lectures on Monday and on Friday or at least two hour lectures instead of one hour and one and a half hour lectures.....

.....Most of the methods courses I have found very vague and unguided. I felt that more stress should be put on the aims of the courses and how they may be fulfilled.....

.....The professors didn't observe us and discuss our strengths and weaknesses.....

.....The assignments in courses were issued all at once at the end of the year.....

.....I found some of the assignments irrelevant to what we were doing in the schools.....

.....My assignment at the college could have been better co-ordinated with what I was teaching at the school.....

.....All of the methods courses have not been that helpful, for example, music, since most of the schools have a specialist in this field.....

.....More time is required for methods courses.....especially to properly understand and learn to teach the new maths. The two cycles in math were insufficient.....

.....The art and music were time consuming but not rewarding or worthwhile for us.....

.....I did not achieve a situation in the school whereby I could learn much from teachers. I worked alone too often -- attacked problems alone. This is partly my fault and partly due to the situation in which I found myself.....

.....I had been under the impression that the teacher I was working with would give me a great deal more guidance than he did.....

.....I should have been inducted into the programme with more guidance.....

.....I did not feel that I was receiving enough assistance from my co-operating teacher.....

.....At times I felt like I was teaching in a vacuum -- teaching myself. I was also not getting enough feedback from the college.....

.....I feel that the school does not exactly realize that their criticisms and evaluations of our lessons is a supplement to our methods courses.....Sometimes I wonder if the teachers feel we should sink or swim; we must to a certain extent -- but helpful criticism definitely is of great value.....

.....I would have liked more visits to the school by the professors -- not just to evaluate us but to give us some help in planning our work and in showing us their actual techniques and success in the classroom by demonstrating a few lessons.....

.....I feel and I know my co-operating teachers feel that a closer contact between professors and co-operating teachers would help interns in that there would be some consensus on what is expected of them. Sometimes professors do not understand the restrictions placed on interns by school or school environment.....

.....The college has not been a big enough force in my life this year.....

.....I thought that my professors tried very hard to make the assignments fit the school situation, but in my case at least they failed, and most assignments turned out to be theoretical. This made life a bit difficult.....

.....The biggest let down at the college was the lack of college spirit -- not necessarily the tavern scenes, or drunks after the football games, etc., but just the opportunity to talk with and share experiences with other education students.....

CHANGING FEELINGS AND ATTITUDES  
EXPRESSED BY THE INTERNS

.....Looking back at Project MEET one picture I get is of me riding on the "Project MEET" roller coaster, sometimes up on the summits and peaks, but other times way down in the dips and depressions. One long roller coaster ride.....

.....You may get an entirely different set of data if you ask for it in the summer sometime.....

.....I don't think there has been a year in which I have varied so much between loving it and loathing it, and hitting all the points between these two extremes.....

.....At times I felt like laying down my pencil in defeat and giving up. I felt this way especially during the first two months of the project. Thank God for Dr. Horowitz and the supervision team who helped us over the rough spots and kept our spirits high.....I now have a feeling of nostalgia that the year will soon be over.....

.....In September I was a student at heart. I loved the ivory tower. Conflict arose in me because my academic feelings were being challenged by a new responsibility, being a teacher.....It took me many months to finally recognize that my academic life and my professional life were not separate entities but only different sides of the same coin.....

.....March was the turning point.....I began to consider myself a teacher, a teacher who was privileged enough to be exposed to the research and innovations of the ivory tower.....Macdonald College work assumed the role of a secondary education, sort of a reinforcement of my principal education which was taking place at the school.....

.....At first I was terribly enthusiastic about everything. However, during the second term I've noticed a great decline in this enthusiasm. First there is the matter of loyalties...In situations where there arose a conflict in my mind or a situation where the school and the college made demands on time or effort simultaneously in the end the school held priority in my mind.....

.....At this late date I would prefer to put more time and energy into school activities.....

.....My first experience in the classroom "was a bomb." It was a shattering experience.....At this point I looked forward to the Mondays and Fridays at the college with eagerness and tremendous need.....Misery does have company.....I enjoy going to the school better than Mac now. Its as if I don't need the college as much now. I am no longer "tied to its apron strings" as I have much more self confidence.....

.....Gradually I have come to feel much closer to members of the teaching team than professors at the college.....

.....My major complaints revolve around the fact that at this time of year I want to be totally involved at the school, but I can't because of all the assignments due at Mac.....

.....I remember last year I thought that a principal was an administrator only.....Instead he is an integrator of his staff, a guide in many ways and certainly an educator in a very vital way.....

.....My attitudes toward the children I teach have certainly changed. Where before I thought in terms of the "group" or "class," I now see individuals, unique and interesting of themselves.....

.....My feelings toward my co-operating teacher have taken a complete turn about.....At first we did not get along in that we both felt uneasy -- a spy vs spy situation. Now we get along like any two teachers on the staff.....

.....The biggest single attitude change has been that of the aims of teaching. I had always thought of education as the "be all and end all" for everyone. I had the idealistic sentiment that I was teaching children to appreciate academic truths.....not so at all.....now I feel I must give them that which is most useful to them.....

.....I've learned a great deal. Specifically history and geography were two subjects I've always been rather neutral about. Because of these methods courses at the college, the enthusiasm of the co-operating teachers, etc. I now enjoy teaching them and have a lot of fun with them.....

.....In the beginning I asked "how could anyone have the gall to tell me how to teach a group of children." The answer was not long in coming. Once faced with the real situation I soon realized that without my education at Macdonald I would not be able to be a quality teacher.....

.....I came to realize that a teacher's education cannot and should not end with his receiving a diploma -- as someone said, "If he is a good teacher he'll always be a student but a student who sees with a teacher's eyes.".....

.....At first, perhaps, it was a false air of confidence that was inspired by the position of MEET; now it is a genuine feeling of confidence in myself.....

.....There have always been many ups and downs.....but I feel I have "grown" a very great deal this year.....

.....My role as a teacher is seen differently now. I feel that children need a teacher rather than a friend -- at the beginning and in the past I played the part of the "good guy" rather than that of a real educator.....

APPENDIX G

THE INTERVIEW GUIDELINE

1. Did you feel during your college year as if you were under a microscope?      Yes              No

- confessional atmosphere
- milked of opinions
- built in grape-vine

- Did this create a tendency for you to be candid in your opinions?

2. How did you feel about the work load you were required to carry?

- at school
- at college
- fluctuating? or steady?

3. How did you feel about the people you worked with?

- teachers?
- supervisors (student-teacher or equal basis)?
- other MEET people (competitive or co-operative)?
- enough guidance?
- status in the school (teacher, student)?



## 3. (Continued)

- advisory group sessions?

- workshops?

## 4. How do you feel about the integration of the two phases of the programme

Poor

Good

- do you think poor timing distracted you from the courses themselves?

## 5. Did being part of MEET affect your involvement in social and extra-curricular activities at the college? Yes No.

- would you have been interested?

## 6. Can you think of any dramatic changes in your perceptions in relation to:

- aims of education?

- teaching as a profession?

- specific subjects?

- your ability to teach (teacher training)?

## 6. (Continued)

- principal of school?
- pupils?
- yourself (Was there any point where you felt like a teacher rather than a student?)

## 7. Did your feelings toward the programme follow any pattern?

- positive to negative?
- negative to positive?
- fluctuating (What events caused fluctuations?)