

Training School

**General
Plan Of**

Training Work

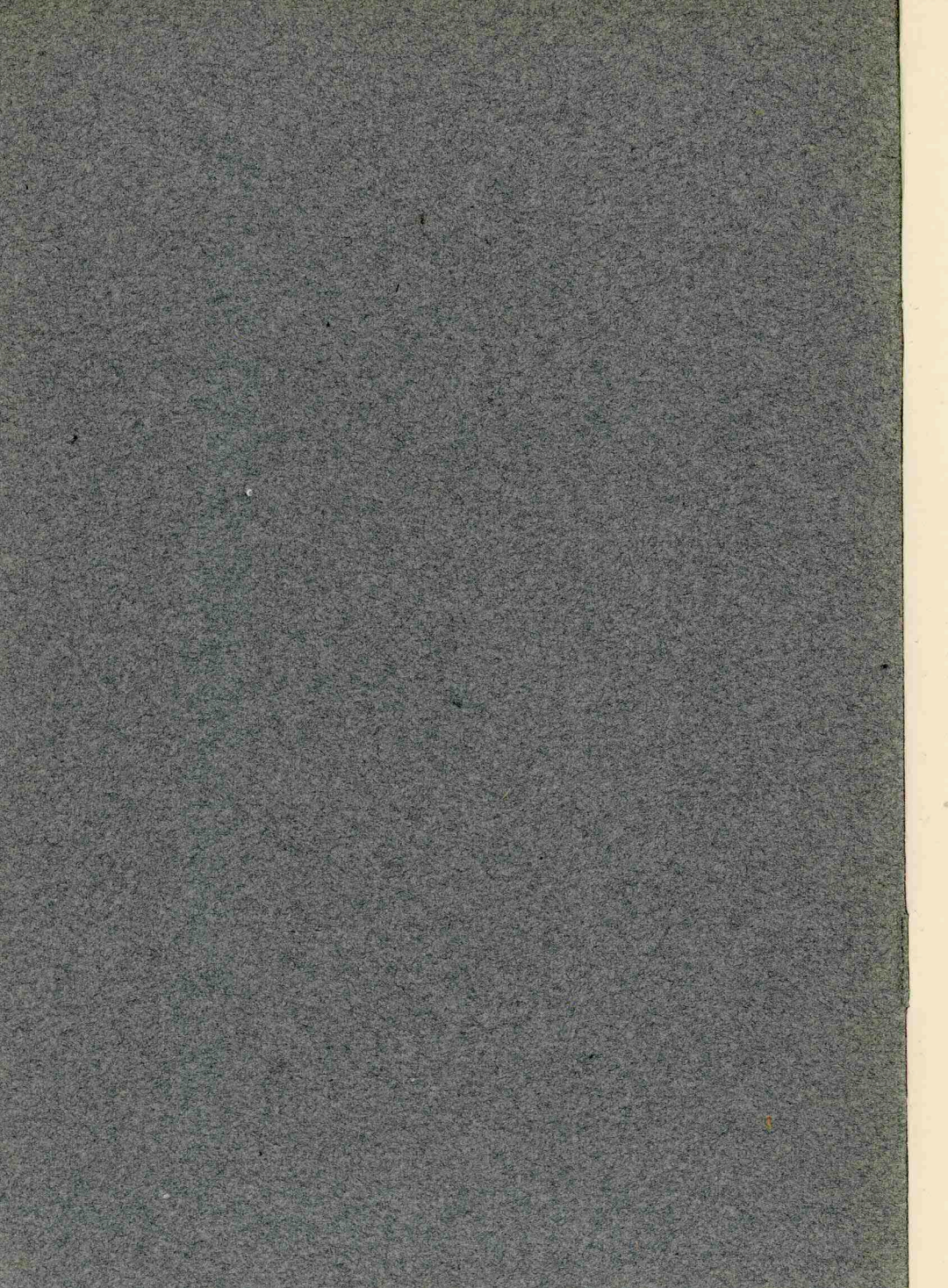


...of the

**Eastern
Illinois
State
Normal
School**

**Charleston
Illinois.....**

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General Plan of Training Work

INTRODUCTION.

General Statement.

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching efficiency of its graduates*. It is customary, however, to speak of the actual training work in teaching as beginning with the student's control and instruction of a class in the Model School. The plan herein set forth has to do with the "practice teaching" and attempts to give somewhat in detail the arrangements adopted in this school to make such teaching as helpful as possible to the student.

General Conditions.

The value of training work depends largely upon the conditions under which it is done. The purpose of the practice-model school of the Eastern Illinois State Normal School is to furnish the most favorable conditions for such training. It consists of nine grades of from twenty to twenty-five pupils each, in charge of five critic-teachers and a supervisor, and is under the complete control of the Normal School authorities. And although it offers what is believed to be the best in the way of illustrative and model work, it aims to be little more than a type of a good common school. The children are admitted from the city schools and from the adjoining country districts upon the payment of a small incidental fee. Transfers are made from the Model School to the city schools and *vice versa* whenever circumstances demand. The course of study for these grades

is being made out by the heads of departments in the Normal School, who use the Model School freely for illustrating and applying the principles and special methods of their work.

Model-Practice School.

An attempt is made to unite the best elements of a *model* school with the best elements of a *practice* school. The five critic-teachers teach regular classes throughout the year. This teaching not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil-teachers.

After five years of trial, it appears that this combination of model teaching and practice teaching, of model school and practice school, is not only possible but very desirable.

THE YEAR OF TEACHING

Time Spent in Training Work.

Each student must spend one full year, one hour a day, in teaching. Two terms of this work are done in the senior year.

First Term's Work.

The difficulties involved in controlling and instructing a class should be so arranged and graduated that the pupil-teacher shall meet in his first term's work only such of these difficulties as he is prepared to meet successfully. To plunge him directly into the full sea of teaching problems is to overwhelm him. So far as conditions will permit, the first term's work is begun and pursued under the following conditions:

1. The candidate is allowed to choose the subject and the grade he feels best prepared to teach, provided that he has done strong work in this subject in the Normal School.
2. He is given a class in a recitation room, so that his main problem will be that of instruction, rather than that of discipline.

3. He observes the critic-teacher teach the class for a week or so and then takes charge of the class.
4. More attention is given to him by critic-teacher and supervisor, both in the planning and the teaching, than in any subsequent term's work.
5. The pupil-teacher observes his critic-teacher teach some other subject to his grade throughout the term. (See "Observations.")
6. He attends an Illustrative Lesson once each week and listens to and takes part in the discussion of it.
7. During the first term the pupil-teacher hears a course of talks on teaching which have to do with the elements of the recitation.
8. A critic-teacher's meeting brings the pupil-teacher and all other pupil teachers working with his classes in other subjects, together once a week to talk over problems relating to their work.

Second Term.

1. The pupil-teacher changes either subject or grade, as determined by the critic-teacher and supervisor.
2. If there is evidence of sufficient strength, he is now asked to conduct his recitation in the presence of another class at study, although he may not be made wholly responsible for the second class.
3. His observations are now taken with the purpose of giving him a more general view of all the work done in the various subjects in that grade. (See special note on "Observations.")
4. He gives one hour a week to the study of general method. (See "General Method.")
5. He continues his attendance upon the Illustrative Lessons and critic-teacher's meetings.

Third Term.

1. He is assigned to the grade and the subject as determined by his fitness and by the work he expects to do after graduation.
2. He now assumes complete control of a room during his reci-

tation, and is thrown more and more upon his own responsibility.

3. His observations are taken throughout the nine grades in order to give him a general view of the system. (See special note on "Observations.")

4. By an arrangement with the city school authorities the third-term-teacher is allowed to do substitute work in the public school on Monday, that being the regular weekly holiday of the Normal School.

5. General Method, Illustrative Lessons, and meetings with the critic-teacher continue as in previous terms.

OBSERVATIONS.

Time and Amount.

Should the practice-teacher observe a term before beginning to teach, or should these observations be made while he is doing his work? The plan here is to have the pupil-teacher observe the critic-teacher teach the class for one or two weeks and then take the class himself, but continue to observe the critic-teacher teach some other subject to the same grade throughout the term. To allow the beginning teacher to spend a whole term in observing before doing any teaching himself is open to two serious objections: To observe intelligently, one must come with problems in mind. These problems arise from actual *experience*. As the pupil-teacher teaches, problems of instruction and problems of discipline are forced upon him, and he goes to his observation of a recitation with these questions fresh in mind, and the lesson he observes has significance and meaning to him.

Again, points gained from an observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade out, whereas an attempt to apply these points immediately in one's own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn constantly from our work to the model and from the model back to our work.

Observation of Critic-Teacher's Work.

Whose teaching shall the pupil-teacher observe? The work of the critic-teacher and not the work of some other pupil-teacher. To have one pupil-teacher observe another is like learning good English by studying "false syntax." It is the blind leading the blind. To have the pupil-teacher make his observations upon the critic-teacher's work has these advantages:

1. It allows the pupil to see the work of a first-class teacher.
2. It gives the critic-teacher the very best means of criticising in a positive way the faults of the practician. Instead of saying "Don't do this or that," the critic can say "Look for this thing in my lesson today and see if it suggests a way out of your difficulty."
3. These written observations give the critic-teacher and supervisor a good opportunity for determining the pupil-teacher's power to see the vital things in a recitation and to state them clearly. They often reveal the fact that the pupil-teacher has failed utterly to comprehend a suggestion received and assented to, but not understood.
4. It is good for the critic-teacher. When the pupil-teacher turns critic and expresses opinions on work the critic-teacher is doing, it keeps the critic-teacher alive to the relationship that should be maintained. It creates and maintains the real bond of sympathy.

Method of Observing.

If the pupil-teacher goes into a recitation and drops down in a dreamy, listless fashion to let the recitation flow over him in a general way, he will get nothing out of it; but if he goes into the recitation alert and keen to note one point in particular, to find an answer to some definite question in his mind and recent experience, that lesson means something, and is of definite practical value. It has been found useful to require the observer to take some particular point for observation, to state the conditions under which the observation was taken, the conclusion arrived at, and to give in detail the evidence upon which this conclusion is based.

To assist the pupil-teacher the following outline of points for observation is placed in his hand:

Points for Observation:

(a) PHYSICAL CONDITIONS—1. Of room (temperature, light, etc.). 2. Of pupils.

(b) SUBJECT-MATTER—3. Is it true? 4. Is it valuable? 5. Is it interesting? 6. Is it suited to the child? 7. Is it related to other subjects?

(c) PUPILS—8. Bright, dull, lazy, energetic. 9. Interest, attention, and order. 10. Thought work. 11. Drill work (speed and accuracy). 12. Written work (form and accuracy). 13. Answers in general. 14. Attitude towards teacher.

(d) TEACHER—15. Knowledge of subject. 16. Knowledge of pupils. 17. Interest and spirit. 18. Power of control. 19. Language (quality and quantity). 20. Teaching power (plan, devices, questions, etc.). 21. Assignment. 22. Strongest work—weakest.

(e) PRINCIPLES OF TEACHING INVOLVED—23. Interest. 24. Self-activity. 25. Known to unknown. 26. Simple to complex. 27. Concrete to abstract. 28. Correlation. 29. Formal steps. 30. Imitation.

Every criticism offered must be supported by evidence.

Observation of the Illustrative Lesson.

An Illustrative Lesson is given each week by a critic-teacher and observed by all the pupil-teachers, the critic-teachers and supervisor, and by such heads of departments as are interested in that day's lesson. Certain points for observation are arranged before the lesson is given. After the recitation is over these points are discussed. The purposes are:

1. To illustrate certain points in the teaching process.
2. To train the pupil-teacher to see the important points in a lesson and to state his opinion in a clear and definite manner.
3. These illustrative lessons involve work with all the grades

each term, so that a pupil-teacher doing his work in, say, the eighth grade, can see work with all the lower grades each term. It gives a broader outlook.

Observation by Special Method Classes.

Another form of observation very helpful in preparing the student for his teaching work is the illustrative work done before the Special Method classes. A Special Method class in History has attempted to cover during this year the subject-matter outlined for the grades with a special view of the methods of presenting it. Certain typical phases of the subject-matter, as well as special methods for teaching them, were illustrated with classes from the Model School taught by the head of that department, critic-teachers, and pupil-teachers and observed by the entire Special Method class and followed by a discussion under the direction of the head of the department. The other departments will follow this plan.

OTHER FEATURES.

General Method and Principles of Teaching.

The work under the head of the general method and principles of teaching is given to the student at the time he is teaching and continues throughout his teaching work. It is believed that much of the formal work in pedagogy given to students before they have any teaching experience falls upon stony ground. The work in general method and general principles that has the best chance of growing into teaching practice and habit is done concurrently with the pupil's teaching work. The separation of a subject from its related branches is often necessary for the sake of clearness, but much time is wasted in teaching things apart from each other when the meaning and value of the one depend on the presence of the other.

This work is given largely in the lecture form one hour a week. It consists of the following topics:

First Term: The Principles of the Recitation.

Second Term: The Teaching of Individual Notions as Determined by the Form of Presentation.

Third Term: Acquisition of Individual Notions as Determined by the Child's Power of Attention, Observation, and Apperception.

Heads of Departments and the Model School.

The various courses of study for the Model School are being worked out by the heads of departments. This brings most of the teachers in the departments into a helpful relationship to the Model School. They hold consultations with supervisor and critic-teachers, decide what pupil-teachers are competent to teach their subjects, help plan and criticise the work of their pupil-teachers, and use the Model School classes to illustrate certain phases of the work before their classes in special method.

Mothers' Club and Parents' Meeting.

The relationship between the home and the school is becoming more intelligent and more helpful every year, with mutual benefits to home and school. The Mothers' Club and the Parents' Meeting are helpful in developing and maintaining these relations. In the preparation of a teacher the Normal School should offer some opportunity for its students to observe and become familiar with the workings of such a club—its purpose, how formed, how made most profitable, and like questions. A Mothers' Club and a Parents' Meeting, under the control and direction of the critic teachers in the primary grades, afford good models for our students to study with these questions in mind. The programmes of the meetings consist of papers and discussions by members of the clubs, with an occasional talk by a clergyman, a teacher, a physician, or a dentist.

