



PRAIRIE VIEW A & M College
Prairie View, Texas

Major Field of Interest History

Off-Campus Training Center Cameron, Texas
Supervising Teacher Mr. Chas. Sadberry
Off-Campus teaching experiences
Social Studies 5th. & 9th Grades

On-Campus teaching experiences Primary
Social Studies--Mrs. C.L. Wilson

Name of Student Barrett, Sylvester

Use the following terms in rating students: Excellent, Very Good, Good, Fair and Poor.

Off-Campus	Qualities Rated	On-Campus
A. Personal Qualities		
1. <u>Good</u>	1. General appearance	1. <u>Good</u>
2. <u>Fair</u>	2. Initiative & Self reliance	2. <u>Poor</u>
3. <u>Good</u>	3. Reliability & Integrity	3. <u>Fair</u>
4. <u>Good</u>	4. Health	4. <u>Good</u>
5. <u>Good</u>	5. Sympathy & Tact	5. <u>Fair</u>
6. <u>Fair</u>	6. Versatility	6. <u>Poor</u>
7. <u>Good</u>	7. Adaptability	7. <u>Poor</u>
8. <u>Very Good</u>	8. Cooperative	8. <u>Good</u>
9. <u>Very Good</u>	9. Reaction to criticisms	9. <u>Good</u>
B. Professional Equipment and Technique		
1. <u>Good</u>	1. Classroom control	1. <u>Poor</u>
2. <u>Fair</u>	2. Provision for Individual differences	2. <u>Poor</u>
3. <u>Good</u>	3. Knowledge of subject matter	3. <u>Fair</u>
4. <u>Good</u>	4. Daily preparation	4. <u>Fair</u>
5. <u>Fair</u>	5. Skill in making assignments	5. <u>Poor</u>
6. <u>Fair</u>	6. Skill in motivating work	6. <u>Poor</u>
7. <u>Fair</u>	7. Skill in stimulating thought	7. <u>Poor</u>
8. <u>Good</u>	8. Variation in methods of procedure	8. <u>Fair</u>
9. <u>Good</u>	9. Ability to use illustrative and supplementary materials	9. <u>Fair</u>
10. <u>Good</u>	10. Use of Community Resources	10. <u>Poor</u>
11. <u>Good</u>	11. Use of current events	11. <u>Poor</u>
12. <u>Good</u>	12. Use of good English	12. <u>Fair</u>
13. <u>Good</u>	13. Service to the Community	13. <u>Poor</u>

Off-Campus Grade B-

On-Campus Grade D

Final Practice Teaching Grade C

Remarks: Mr. Barrett signed up for student teaching after all classes in the Training School had been filled almost with an overflow with student teachers. The only possible place for him to fit in was in the Primary grades. Unlike a number of other young men, Mr. Barrett could not make his adjustment with this group. He seemed to have been in a daze most of the time. When I took him off the campus I asked Mr. Sadberry to let the young man work with older children. He was successful with his off-campus work. The children were quite fond of him and his supervising teacher expressed a regret to see him leave. By nature Mr. Barrett is very conservative. I believe, however, that he would do well in some smaller school system, working with an energetic principal. He is not a leader.