THE MERITS OF AN INTERNSHIP IN INDUSTRIAL ARTS AS OPPOSED TO TRADITIONAL PRACTICE TEACHING AS PERCEIVED BY COOPERATING TEACHERS, ADMINISTRATORS AND TEACHER EDUCATORS

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Having taught Industrial Arts in the public schools for a number of years and having had the opportunity of working with several student teachers, the author of this paper has become concerned with the quality of student teaching programs. Are student teachers afforded a significant opportunity to bring theory and practice into a functional relationship, to develop professional skill through practice with competent guidance and supervision and to effect a smooth transition from a position of learning to one of teaching?

"The quality of instruction offered youth in our public schools depends to some degree upon the nature and quality of the undergraduate teacher education programs offered on the college and university campuses. Teacher educators have a responsibility for the quality of this instruction."[1]

"Student teaching consistently has been reported by teachers as the most valuable part of their pre-service preparation."[2]

With the close scrutiny that teacher education is currently undergoing, teacher educators and teacher education programs must do

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[1]William P. Spence, "Supervised Teaching in Industrial Arts," Industrial Arts and Vocational Education, Vol. 57 (1968), pp. 116-18.

[2]Lindley J. Stiles, "The Need to Improve Clinical Practice," Journal of Educational Research, Vol. 62 (1968), Inside Cover.

all within their power to provide the best program possible for their students. This study should provide valuable information about various types of student teaching programs that are available to future teachers at this time.

Statement of Problem

Due to the nature of most industrial arts classes, the technical information should be presented early in the semester. This enables the students to perform properly in the laboratory. Practice teachers on the block system usually enter the school system after these lessons have been presented and are forced to serve merely as laboratory assistants. They also finish their eight week assignment and leave before the closing of the semester. Thus, having missed the opening of school, the presentation of technical information, and the closing of the semester, have they really had an opportunity to teach? Is this good enough, or is there, perhaps, a better method? Many apparently feel that there is; and considerable work is being done to revise the teacher education programs in an attempt to improve them.

Purpose of Study

It was the purpose of this study to evaluate various methods of apprenticeship teaching and ascertain the merits of an internship. It was designed to seek out the relative strengths and weaknesses of both programs with hope that constructive improvement can be made possible as a result of this study. In this day of rapid change, teacher educators must continuously strive to improve the programs in which future teachers may prepare themselves to teach the young

people in our schools. The author's intent is to incorporate the opinions of cooperating teachers, administrators, and teacher educators in presenting the strengths and weaknesses of the different programs.

Hypothesis

Based on information found in a review of literature concerning the methods of providing apprentice teaching experiences, the general hypothesis for this study was that present block system practice teaching programs are not the most efficient and that an internship may be meritorious to Industrial Arts Education.

More specifically, this study was an attempt to answer the following questions:

1. Does the current six to eight week block system of apprenticeship teaching provide adequate time for presenting technical information?
2. Does the current six to eight week block system of apprenticeship teaching provide adequate time for experiencing administrative problems such as: enrollment, scheduling, organization and planning, and student evaluation?
3. Is the present block system adequate?
4. Is there a need for change in the present system to up-date and improve the quality of the apprenticeship teaching experiences?

Definition of Terms

The following terms are defined as used in this study. They should not be misunderstood as meaning something other than the definitions given below.

1. Administrators: The principals and/or superintendents of the public school system.
2. Block system: A commonly used type of student teaching, whereby a student serves a six to eight week period in a public school system.
3. Cooperating teacher: A teacher, employed by the public schools to teach, that has been selected and has agreed to accept the responsibility of cooperating with a student teacher in his classroom.
4. Institutions: Colleges or universities engaged in teacher education that may have students participating in practice teaching.
5. Internships: A commonly used type of student teaching, whereby a student serves in the public schools for a full semester or a full school year with increasing responsibilities and decreasing supervision, for which he may be paid.
6. Student teacher: A college student who is acquiring (student) practical teaching experience and skill under the guidance of a cooperating teacher or supervisor.

7. Student teaching: Observation, participation and actual (practice) teaching, done by a college student preparing for a teaching career, under the direction of a cooperating teacher.
8. Supervising teacher: A college or university professor employed by the college or university to supervise practice teaching.
9. Teacher education: The program of colleges and universities engaged in preparing teachers.
10. Teacher educators: The staff employed by colleges and universities engaged in preparing students to become teachers.

Limitation of the Study

This study was limited to administrators, teacher educators and cooperating teachers, in the field of Industrial Arts, where possible. It was not intended that this study cover the entire field of student teaching and its adaptations. This study was confined to practice teaching in Industrial Arts as it is carried out in Oklahoma. The following list is composed of some anticipated problems.

1. An accurate listing of the addresses of all the people in this study is questionable.
2. Misinterpretation of the questionnaire by people involved.
3. The researcher may be biased in the evaluation of the responses.

4. The possible lack of familiarity of Industrial Arts by the administrators and teacher educators.
5. The results of this study will be based on the returned, completed questionnaires.

CHAPTER II

REVIEW OF LITERATURE

A review of the research studies which have been conducted concerning student teaching reveals that many researchers as well as college and university personnel are concerned with the quality of the programs that we now have.

Many teachers and teacher educators feel that practice teaching is essential. James B. Conant sums up rather precisely this point of view by stating, "The one indisputable essential element in professional education is practice teaching."[1]

The following conclusions were drawn from a 1967 study by Plaeger[2] at the University of South Dakota:

1. Seventy-five per cent of the institutions awarded seven to 10 semester hours of credit for secondary student teaching.
2. The full day student teaching assignment was a very common practice.
3. Eight to ten weeks was the general range of student teaching assignments.

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[1] James B. Conant, The Education of American Teachers (New York, 1963), p. 142.

[2] Richard Arthur Plaeger, "A Survey of Secondary Student Teaching Programs in Selected Midwestern States" (unpub. Ed.D. dissertation, University of South Dakota, 1967).

4. Public schools were the main source of secondary student teaching facilities.
5. Nearly all institutions programmed student teachers for the student's senior year.

In the Sul Ross Plan,[3] student teachers are required to spend eight weeks full time or sixteen weeks half time in accordance to an agreement between the college and the participating schools. A minimum of 240 hours of teaching and related activities is required of all student teachers. The college supervisor, the building principal and the cooperating teacher meet for an orientation session the first week to discuss the responsibilities of each, plus the student teacher. The student teachers meet in a central location on the first day of each college semester for a full day of registration, location assignment and orientation. Instead of teaching only one or two classes, the student teachers are responsible for the regular full day of teaching. The college supervisor makes weekly visits to observe in a variety of classroom situations. The major purpose of the visit is not evaluation, but through two-way communication, to help the student teacher do a more effective teaching job. Four seminars are held during the program with problem areas discussed. The last seminar with each student is on an individual basis, covering all the assignments required plus an evaluation of the entire program made by the student teacher and the college supervisor. The final evaluation of each student teacher is made by the principal, the cooperating teacher and the college supervisor. Honesty must prevail in the final evaluation

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[3]Bob W. Miller, "The Sul Ross Plan," The Texas Outlook (Nov. 1965), pp. 34-35, 47.

of the student teacher because there is no grade given.

A few researchers, such as Dr. Bruce McQuigg, are working with the Acroclinical Semester, where the present education course work is rearranged and the student teaching and methods experience is followed by one semester of resident teaching in a public school district with supervision and some remuneration.[4]

Others are working with a developmental approach to student teaching whereby students are introduced to teaching by a series of steps or levels. Normally, they start with simple orientation procedures and proceed through levels as teaching aids, observation, practice teaching and finally, full responsibility as an instructor.[5]

Many researchers are of the opinion that student teaching is the only indispensable experience in professional education and would like to see students teach for a year or so under conditions of gradually decreasing supervision and gradually increasing pay. Then, if successful, they could be certified as professionally competent to teach and perhaps given a Master's degree for their year of experience.[6]

In recent years, an increasing number of colleges have provided for full time direct experiences in the schools through internships; that is, paid services in the classroom with some degree of supervision from school or college personnel. When the intern is fully prepared on

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[4]R. Bruce McQuigg, "The Acroclinical Semester--A Crucial Part of a New Teacher Education Project at Indiana University," Improving College and University Teaching, Vol. 37 (1966), 208-09.

[5]T. S. Davis, "A Developmental Approach to Student Teacher Programs," The Clearing House, Vol. 41 (1966), pp. 153-55.

[6]Frank L. Steeves, "Crucial Issues in Student Teaching," Journal of Teacher Education, Vol. 16 (1965), pp. 307-310.

the pre-service level, the internship program is indeed a promising development, but internships should never be used as a means of acquiring extra hands for less money. "In our culture, money is accounted a desirable and suitable reward, and as such, it should not be overlooked as an incentive for attracting capable students into teaching.[7]

Most teaching internships discovered in this review were from some type of five-year program resulting in a Master's degree. One such program is the Master of Arts in Teaching (MAT), whereby students have a strong liberal arts background and academic area in which they plan to teach. In general, they require four years of liberal studies and a fifth year consisting in part of professional courses or seminars and an internship as a part of academic specialization at the graduate level.[8]

Other internships are primarily extensions of the professional laboratory experiences, during which the teacher candidate can assume greater professional responsibility than during student teaching. These usually consist of two summers and an intervening academic year beyond the bachelor's degree, with the internship included during a part or all of the academic year.[9]

The internship program of California is a certification type, whereby the intern serves as a regular teacher for a full year at full

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[7]Elizabeth Hunter and Edmund Amidon, "Directed Experience in Teacher Education: Innovation and Experimentation," Journal of Teacher Education, Vol. 17 (1966), pp. 282-89.

[8]Harrison Gardner and Marvin A. Henry, "Designing Effective Internships in Teacher Education," Journal of Teacher Education, Vol. 19 (1968), p. 180.

[9]Ibid., pp. 180-81.

pay under a pilot program credential. Prior to the internship, he takes a special summer program which includes practice teaching and course work on curriculum and methodology. During the internship, he is supervised by both the school and college staff and also enrolls in a seminar which deals with problems arising in the teaching. The intern takes additional course work to complete the requirements for the general state teaching credential in the summer following the internship, since the pilot program credential may not be renewed. Course credits accumulated during the program may count toward a Master's degree, but usually additional work is needed to complete degree requirements. In 1960, twenty-five programs covering elementary school, secondary school, and junior college levels were offered in sixteen colleges and universities. These included the University of California at Berkeley, Davis and Los Angeles; the State Colleges at San Diego, San Jose, Sacramento and San Francisco; Stanford; Claremont Graduate School, and a number of smaller colleges. The Stanford and Claremont programs are directed toward the Master's degree as well as the credential. At both institutions, the internship is usually part-time, allowing for considerable graduate study during the school year itself.[10]

Canisius College provides an example of the New York State certification pattern. There, interns earn professional certification through an intensive six-week summer course in psychology, methodology

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[10]Judson T. Shaplin and Arthur T. Powell, "A Comparison of Internship Programs," Changes in Teacher Education: An Appraisal (Washington, 1963), pp. 327-28.

and curriculum organization; observation in local public summer schools, but not practice teaching. The internship is a regular teaching job during which the intern participates in a seminar at the college and is assisted by both an experienced teacher in the school and by the college supervisor. The intern returns to the college the following summer for additional course work. The credits taken in the program count toward full certification and a future Master's degree. The provisional certificate is good for five years and may be converted to a permanent certificate during two years of successful teaching. Variations of this program for secondary teachers have been offered at Albany, Colgate, Fordham, Hofstra, New York University, St. Johns, St. Bonaventure and Yeshiva.[11]

One variation of the undergraduate internship developed by Central Michigan University provides two years of alternate teaching - study experiences after a two-year base of general education. Each student on the program spends one semester as an intern (teaching assistant) during his junior year at the University and one semester as a teacher associate in his senior year. In each instance, he is hired by a school system and paid a salary commensurate to his level of experience.[12]

Another undergraduate program developed by Michigan State University consists of two years of study in the liberal arts areas,

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[11] Judson T. Shaplin and Arthur T. Powell, "A Comparison of Internship Programs," Changes in Teacher Education: An Appraisal (Washington, 1963), p. 182.

[12] Ibid., p. 182.

followed by a ten-week summer session in the arts and sciences. During two quarters of the third year, the students obtain student teaching and observation experience in an off-campus internship center. The third quarter and following summer are spent back on the campus in liberal arts course work. The fourth calendar year, the student becomes a paid intern and is closely supervised by both a university supervisor and an intern consultant employed to supervise interns.[13]

At Colorado State College in Greeley, Colorado, college seniors choose to work one-half day for a school year at a contracted sum of $500. The other half day is spent on campus conpleting the required course work. Students who pursue this program are not required to complete student teaching.[14]

Still another variation was developed at the University of Wisconsin, whereby the intern, graduate, or undergraduate, spends a full semester as an intern-in-team in a cooperating school where he is assigned a one-half teaching load and receives a salary of $1,200. This program replaces student teaching, and no prior professional laboratory experiences are required. The interns take the same professional course work as a student teacher.[15]

The author found that most of the literature reviewed during this study indicated that the element of apprentice teaching was the most important single element in teacher training. The study revealed that

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[13]Judson T. Shaplin and Arthur T. Powell, "A Comparison of Internship Programs," Changes in Teacher Education: An Appraisal (Washington, 1963), p. 182.

[14]Ibid., p. 182.

[15]Ibid., p. 182.

vast amounts of time and energy are being spent in seeking ways to improve the various programs of student teaching. In many programs the length of time spent practice teaching is being lengthened and many times monetary remuneration is made. Oftentimes adjustments were made in the total number of credit hours required for a college degree or additional credits were earned toward a higher degree. Changes in our society and in technology create a need for revisions and improvements in our teacher training programs and the literature reviewed in this study indicates that educators are seeking ways to make those adjustments.

CHAPTER III

METHOD OF RESEARCH

The principle aim of this study was to evaluate the apprenticeship teaching program and ascertain whether or not an internship would be meritorious to Industrial Arts.

The information needed for this study consists of four parts. First, what is the background and experiences of those responding to the questionnaire (Appendix A). Second, do the respondents feel that the present block system is adequate. Third, which system do the respondents feel would provide the best training situation for prospective teachers in Industrial Arts. Fourth, do the respondents feel that certain aspects of an internship would be detrimental or beneficial to the industrial arts program.

It was decided that the information should be obtained from three sources. First, teacher educators working in the industrial arts departments of the state universities and colleges of Oklahoma. Second, classroom teachers of public junior and senior high schools thought to be serving as cooperating teachers with student teachers from the teacher training programs of the state colleges and universities. Third, administrators of public junior and senior high schools geographically located near the teacher training programs.

Due to the nature of this study, it was decided that a questionnaire would be the best method of collecting the data.

Names and addresses of industrial arts teachers in the public schools, teacher educators in the colleges and universities, and public school administrators have been compiled in the annual A Directory for Industrial Arts Education in Oklahoma, 1972-1973. The mailing list was determined from this annual directory.

A packet containing a letter of instruction, a questionnaire, a 3x5 card, and a self-addressed envelop was sent to 54 teacher educators, 278 cooperating teachers, and 144 administrators. Twenty days later, a follow-up letter and another questionnaire were mailed to those who had not returned the questionnaire.

The data from each questionnaire has been tabulated and from the tabulated results, the research has tested his hypothesis and drawn conclusions.

CHAPTER IV

REPORT OF THE SURVEY

The aim of this study was to evaluate the relative strengths and weaknesses of the present block system and a proposed internship and ascertain which system is the most efficient in providing experiences for apprenticeship teachers. It is the purpose of this chapter to present the results of the study in logical sequence and in detail. It is the author's desire that this presentation has accomplished the purpose of the study and made available to those interested a collection of data which represents the feelings of 39 teacher educators of industrial arts, 145 cooperating teachers of industrial arts and 59 public school administrators.

Sources of Data

As stated in Chapter III, the author decided to obtain the data for this study from three sources: (1) cooperating teachers; (2) teacher educators in industrial arts; and (3) public school administrators, by employing a questionnaire. The primary purposes of the questionnaire were: (1) to obtain the background and experiences of those responding; (2) to obtain the respondents' feelings about the adequacy of the block system; (3) to ascertain which system the respondents feel would provide the best training situation for apprenticeship teaching; and (4) to obtain the feelings about the

possible benefit or detriment certain aspects would hold for an internship.

Administration of the Questionnaires

A questionnaire, a letter of instruction, a 3x5 card, and a self-addressed stamped, return envelope were sent to 476 individuals listed in the annual industrial arts directory compiled by Mr. Harold Winburn, the State Supervisor of Industrial Arts. The questionnaires were returned by 243 individuals, giving a response of 51.52 per cent.

Survey Data

The data from the questionnaire is divided into four areas with responses collected from three different levels of educators. These areas are: (1) Background information about the respondents; (2) respondents' feelings about the adequacy of the present block system; (3) respondents' feelings about which type program offers the best training situation; and (4) respondents' feelings about the benefits of an internship.

The responses to the questionnaire were obtained from the following groups of educators: (1) Teacher Educators (Industrial Arts teachers at state colleges or universities); (2) Cooperating Teachers (Industrial Arts teachers in the public schools of Oklahoma); and (3) Administrators (principals of secondary schools in Oklahoma).

The responses to the questionnaire are listed as to the frequency of response, and percentages are determined for each response by each of the three groups and collectively for the entire study. For the majority of the responses, the data is presented in tabular form.

Background of Respondents

The background information about the respondents was requested to show the experience of those responding. Subsequently, the first four questions of the questionnaire were designed with the purpose of establishing the experiences of those responding.

As can be seen in Table I, 223 or 91.76 per cent have had teaching experience in Industrial Arts or some other area of skill training. The 243 respondents represent more than 2218 years teaching experience, or an average of slightly under 11 years for each respondent.

Table I also indicates that 175 (72.01%) of the respondents had worked with at least one apprenticeship teacher, while 40 (16.46%) indicated they had not worked with any and 28 (11.52%) did not respond. Of those responding 106 (48.37%) indicated they had worked with at least one apprentice teacher during the past five years and 176 (72.01%) had worked with an apprentice teacher sometime during their career.

Table I also indicates that those responding to the questionnaire had worked with more than 1468 apprentice teachers sometime during their career.

Table I further indicates that 72.22% of the teacher educators, 50.69% of the classroom teachers, 40.97% of the administrators, and a composite total of 51.52% of those contacted responded to the questionnaire.

TABLE I

BACKGROUND AND EXPERIENCES OF RESPONDENTS

How many years have you taught Industrial Arts or other areas of skill training?

	0	1-5	6-10	11-15	16-21	21+	No Answer
Teacher Educators	0	1	10	10	3	12	3
Classroom Teachers	0	41	34	21	17	31	1
Administrators	10	15	9	9	6	4	6
Total	10	57	53	40	26	47	10

I have worked directly with one or more student teachers during the past _____ years.

	0	1	2	3	4	5	10	20	No Answer
Teacher Educators	4	1	0	2	0	7	10	6	9
Classroom Teachers	28	11	8	17	14	22	25	8	12
Administrators	8	8	1	4	2	7	15	7	7
Total	40	20	9	23	16	36	50	21	28

I have worked directly with a total of ____ student teachers during my career.

	0	1-5	6-10	11-15	16-20	21+	No Answer
Teacher Educators	5	3	1	1	1	22	6
Classroom Teachers	32	65	19	6	7	6	10
Administrators	7	16	9	2	5	15	5
Total	44	84	29	9	13	43	21

I am presently serving as a/an _____.

	Mailings	Frequency Responding	Per cent
Teacher Educator	54	39	72.22
Classroom Teacher	278	145	50.69
Administrator	144	59	40.97
Total	476	243	51.52

Respondents' Feelings About the Adequacy of the Present Block System

The three different groups were asked to respond to a series of questions with respect to the adequacy of the present system. Table II displays these responses.

Table II clearly illustrates that each of the questions received negative support from all three groups to which the questionnaire was administered.

Respondents' Feelings About Which Type Program Offers the Best Training Situation

The individuals in each of the three groups were asked to indicate which system they felt would provide the best training situation for prospective teachers in Industrial Arts. Table III illustrates these responses.

Table III clearly illustrates that the individuals in all three groups overwhelmingly felt than an internship would provide the best opportunity for training prospective teachers in each of the areas listed. Of 2673 possible responses, 2086 (78.06%) favored an internship, 538 (20.13%) favored the apprenticeship, and 49 (1.83%) were left blank. This represents a margin of nearly 4 to 1 in favor of an internship.

TABLE II

FEELINGS OF RESPONDENTS REGARDING
ADEQUACY OF BLOCK SYSTEM

Question: Do you feel that an apprenticeship teacher entering a school system for a six to eight week period during the middle of a semester receives adequate training or experiences in the following areas:

a. Problems encountered with class scheduling and sectioning.

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	3	7.69	34	87.17	2	5.12
Classroom Teachers	21	14.48	122	84.72	2	1.38
Administrators	5	8.47	53	89.82	1	1.69
Total	29	12.11	209	86.00	5	2.05

b. Problems encountered with shop organization and management.

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	8	20.31	29	74.35	2	5.12
Classroom Teachers	38	26.38	104	72.22	3	2.08
Administrators	19	22.20	39	66.10	1	1.69
Total	65	26.74	172	70.78	6	2.76

c. Adequate time or opportunity to present technical information.

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	18	46.15	19	48.71	2	5.12
Classroom Teachers	66	45.82	75	52.08	4	2.77
Administrators	22	27.28	34	57.62	3	5.08
Total	106	43.62	128	52.67	9	3.70

TABLE II (Continued)

d. Develop skill in evaluating student behavior.

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	14	36.89	23	58.97	2	5.12
Classroom Teachers	56	38.88	89	59.72	3	2.08
Administrators	21	25.59	38	64.40	0	0.00
Total	91	37.44	150	61.72	5	2.05

e. Develop ability to organize instruction.

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	16	41.02	21	52.84	2	5.12
Classroom Teachers	70	48.61	71	49.30	4	2.77
Administrators	29	49.15	29	49.15	1	1.69
Total	115	47.32	121	49.79	7	2.88

TABLE III

RESPONDENTS' RATING OF BLOCK SYSTEM AND INTERNSHIPS

Question: Please indicate with an "x" which system you feel would provide the best training situation for prospective teachers of Industrial Arts in each of the following:

a. Develop ability to accept responsibility for presentation of technical information.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	28	71.79	9	23.07	2	5.12
Classroom Teachers	112	77.77	32	22.22	1	0.69
Administrators	51	86.44	8	12.55	0	0.00
Total	191	78.60	49	20.16	3	1.23

b. Develop skill in evaluating student behavior.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	33	84.61	4	10.25	2	5.12
Classroom Teachers	120	83.33	24	16.66	1	0.69
Administrators	51	86.44	8	12.55	0	0.00
Total	204	83.95	36	14.81	3	1.23

c. Develop skill in assessing student needs.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	30	76.92	7	17.94	2	5.12
Classroom Teachers	110	76.38	31	21.52	4	2.77
Administrators	50	84.74	9	15.25	0	0.00
Total	190	78.18	47	19.34	6	2.46

TABLE III (Continued)

d. Provide an opportunity to establish rapport with the student body.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	29	74.35	9	23.07	1	2.56
Classroom Teachers	108	75.00	33	22.91	4	2.77
Administrators	42	71.18	16	27.11	1	1.69
Total	179	73.66	58	23.86	6	2.46

e. Provide an opportunity to establish rapport with the entire staff.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	32	82.05	5	12.82	2	5.12
Classroom Teachers	115	79.86	25	17.36	5	3.47
Administrators	49	82.05	9	15.25	1	1.69
Total	196	80.65	39	16.04	8	3.29

f. Develop ability to organize instruction.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	30	76.92	8	20.51	1	2.56
Classroom Teachers	107	74.30	34	23.61	4	2.77
Administrators	45	76.27	14	23.72	0	0.00
Total	182	74.89	56	23.04	5	2.05

TABLE III (Continued)

g. Develop ability to utilize time effectively.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	28	71.79	10	25.64	1	2.56
Classroom Teachers	99	68.75	44	30.55	2	1.38
Administrators	37	62.71	21	25.59	1	1.69
Total	164	67.48	75	32.09	4	2.05

h. Develop ability to account for time.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	28	71.79	10	25.64	1	2.56
Classroom Teachers	94	65.27	48	33.33	3	2.08
Administrators	38	64.40	20	22.89	1	1.69
Total	160	65.84	78	32.09	5	2.05

i. Opportunity to understand enrollment procedures, problems, and possible solutions.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	36	92.36	2	5.12	1	2.56
Classroom Teachers	133	92.36	10	6.94	2	1.36
Administrators	57	96.61	2	3.38	0	0.00
Total	226	93.00	14	5.76	3	1.23

TABLE III (Continued)

j. Provide opportunity to know and understand student organizations.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	31	79.48	7	17.94	1	2.56
Classroom Teachers	122	84.72	21	14.48	2	1.38
Administrators	51	86.44	7	11.86	1	1.69
Total	204	83.95	35	14.40	4	1.64

k. Develop skill in accounting for equipment.

	One semester or full year internship		Six to Eight week apprenticeship		Blank	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	26	66.66	12	30.76	1	2.56
Classroom Teachers	114	79.16	30	20.83	1	0.69
Administrators	50	84.74	9	15.25	0	0.00
Total	190	78.18	51	20.98	2	0.82

Respondents' Feelings About the Possible Benefit or Detriment of an Internship

When asked to speculate on items that could be beneficial or detrimental to a proposed internship, the respondents again overwhelmingly supported the internship. Table IV illustrates that a negative answer to questions 8, 10, and 12, or a positive answer to questions 9, 11, and 13 would support an internship.

Table IV reveals that the respondents, nearly 6 to 1, felt that the present block system was inadequate and 151 respondents (62.13%) indicated that they would be willing to participate in a program supervising interns.

TABLE IV

FEELINGS OF RESPONDENTS REGARDING POSSIBLE BENEFIT OR DETRIMENT OF INTERNSHIPS

Question: Do you believe that the increased amount of time required for an internship would have an adverse effect on the program?

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	14	35.89	21	52.84	4	10.25
Classroom Teachers	47	32.63	96	66.66	2	1.38
Administrators	15	25.42	42	71.18	2	3.38
Total	76	31.27	159	65.43	8	3.29

TABLE IV (Continued)

Question: Do you feel that a system of partial pay for the intern would produce better results?

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	28	71.79	9	23.07	2	5.12
Classroom Teachers	115	79.86	25	17.36	5	3.47
Administrators	43	72.88	15	25.42	1	1.69
Total	186	76.54	49	20.16	8	3.29

Question: Do you feel that subjecting students to a program utilizing supervised interns would have an adverse effect on student behavior?

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	6	15.38	30	76.92	3	7.69
Classroom Teachers	35	24.30	102	70.83	8	5.55
Administrators	10	16.94	48	81.35	1	1.69
Total	51	20.98	180	74.07	12	4.93

Question: Do you feel the salary paid to an intern would strengthen his loyalty and/or allegiance?

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	26	66.66	10	25.64	3	7.69
Classroom Teachers	87	62.41	52	36.11	6	4.16
Administrators	36	61.09	22	27.28	1	1.69
Total	149	61.31	84	34.56	10	4.11

TABLE IV (Continued)

Question: Do you feel that the present block system of apprenticeship for six to eight weeks is adequate in training future teachers for Industrial Arts?

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	6	15.38	31	79.48	2	5.12
Classroom Teachers	18	12.50	121	84.02	6	4.16
Administrators	8	12.55	49	82.05	2	3.38
Total	32	13.16	201	82.71	10	4.11

Question: Would you be willing to participate in a project working closely with two to four interns and coordinate their activities, rather than teach for one year?

	YES		NO		BLANK	
	Freq.	%	Freq.	%	Freq.	%
Teacher Educators	24	61.53	11	28.20	5	12.82
Classroom Teachers	92	62.88	39	26.38	14	9.22
Administrators	35	59.32	18	20.50	6	10.16
Total	151	62.13	68	27.98	25	10.28

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to evaluate the merits of an internship as opposed to the traditional block system and ascertain the most efficient method of training prospective teachers. Questionnaires were sent to 476 classroom teachers, teacher educators and/or administrators and 243 usable questionnaires were returned. The data received was divided into four basic areas with responses from three different functions for tabulation.

The first area sought to reveal the background experiences of those responding to the questionnaire. It was disclosed that 223 (91.76%) of those responding had taught Industrial Arts or some other area of skill training. The survey also revealed that 175 (72.01%) had worked directly with one or more student teachers. The survey further revealed that those responding had worked with more than 1468 student teachers during their careers, totaling more than 2218 years.

The second area questioned the adequacy of various experiences received by apprenticeship teachers serving on a block system; 64.19% of the responses indicated an inadequacy. This feeling was later strengthened when the questionnaire directly asked if the block system was adequate in preparing future teachers for Industrial Arts. The survey revealed 201 (82.71%) negative responses.

The third area compared the internship with the block system in eleven areas of needs. In each of the eleven areas the internship received the majority of responses. The responses were divided as follows: 2086 (78.03%) for an internship, 538 (20.12%) for the block system and 49 (1.83%) blank or answered.

The fourth area considered the respondents' feelings about items which could be beneficial or detrimental. Once again the responses indicated a positive support for the internship. Of the 1459 responses, 1026 (70.32%) supported the internship, 360 (24.67%) did not support the internship and 73 (5%) were blank or unanswered.

Conclusions

From the data collected the following conclusions are derived:

The apprenticeship teachers in the present block system receive inadequate training in the following areas:

(1) Problems encountered with shop organization and management

(2) Problems encountered with class scheduling and sectioning

(3) Time or opportunity to present technical information

(4) Develop skill in evaluating student behavior

(5) Develop ability to organize instruction

The increased time required for an internship would not be detrimental to the program.

The implementation of some salary for interns would strengthen their loyalty and should produce better results toward responsibilities. The behavior of students working under directed interns should not be adversely affected.

The proposed internship would provide a better training situation to:

(1) develop ability to accept responsibility for presenting technical information

(2) Develop skill in evaluating student behavior

(3) Develop skill in assessing student needs

(4) Provide an opportunity to establish rapport with the student body

(5) Provide an opportunity to establish rapport with the entire staff

(6) Develop ability to organize instruction

(7) Develop ability to utilize time effectively

(8) Develop ability to account for time

(9) Provide an opportunity to understand enrollment procedures, problems and possible solutions

(10) Provide an opportunity to know and understand student organizations

(11) Develop skill in accounting for equipment

The present block system is inadequate or inefficient in training future teachers of Industrial Arts.

The teachers and administrators now working in the field are ready to accept a change and that they are willing to work within the frame-work of an internship. This is evidenced by the large number of responses received from the teacher educators, classroom teachers and administrators assisting with the survey. All seventeen questions on the questionnaire that required an answer that would either support or dispel an internship received answers that supported internships

positively.

Recommendations

In view of the data presented, there is evidence that the block system is inadequate and inefficient in training future teachers of Industrial Arts. The author, therefore, recommends that:

(1) The teacher training programs be changed to include a full time internship for one full school year.

(2) The interns should be paid a salary commensurate to their ability and responsibilities.

(3) The interns receive college credit for their time and effort in accordance with school policies and regulations.

(4) The cooperating teachers be given an operational budget from which interns may develop instructional materials.

(5) The cooperating teachers be carefully selected for their ability and desire when placing the interns.

(6) The cooperating teachers be remunerated for their leadership contributions.

(7) A follow-up to this study be made periodically for the betterment of teacher training and continual improvement of the Industrial Arts programs of Oklahoma.

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APPENDIX A

INSTRUMENTS USED IN COLLECTION OF DATA

Oklahoma State University

INDUSTRIAL ARTS EDUCATION

STILLWATER, OKLAHOMA
104 INDUSTRIAL BUILDING
(405) 372-6211 EXT. 7261

October 9, 1973

Dear Fellow Teacher:

I know that you are aware of the importance and need for continuously improving the quality of our teacher education programs in which competent, qualified teachers are trained to work with our young people in the schools of Oklahoma. Therefore, I am seeking your assistance in evaluating the apprenticeship teaching program.

Please complete the attached questionnaire and return it in the enclosed, self-addressed envelope. To aid you in answering the questionnaire, I am defining the block system as "a commonly used type of student teaching, whereby a student serves a six to eight week period in a public school system," and an internship as "a commonly used type of student teaching, whereby a student serves in the public schools for a full semester or a full school year with increasing responsibilities and decreasing supervision, for which he may be paid". The success of this study is dependent upon your help. Please answer all the questions to the best of your ability.

I sincerely thank you for your assistance. Should you desire a brief summary of this study, please complete the enclosed 3x5 card and return it with the questionnaire.

Respectfully yours,

Jim Sloan

JS/ck

Encl.

THE MERITS OF AN INTERNSHIP IN INDUSTRIAL ARTS
AS OPPOSED TO TRADITIONAL PRACTICE TEACHING

Questionnaire

Please circle the correct response.

1. I have taught Industrial Arts or some other area of skill training for _____ years.

   1-5 6-10 11-15 16-20 21 or more

2. I have worked directly with one or more student teachers during the past _____ years.

   1 year 2 years 3 years 4 years 5 years 10 years 20 years

3. I have worked directly with a total of _____ student teachers during my career.

   1-5 6-10 11-15 16-20 21 or more

4. I am presently serving as an _____.

   a. Administrator b. Supervisor of Industrial Arts

   c. Teacher Educator in Industrial Arts

   d. Classroom teacher of Industrial Arts

5. Do you feel that an apprenticeship teacher entering a school system for a six to eight week period during the middle of a semester receives adequate training or experience in the following areas:

   a. Problems encountered with class scheduling and sectioning YES NO

   b. Problems encountered with shop organization and management YES NO

   c. Adequate time or opportunity to present technical information YES NO

   d. Develop skill in evaluating student behavior YES NO

   e. Develop ability to organize instruction YES NO

6. Please indicate with an "X" which system you feel would provide the best training situation for prospective teachers of Industrial Arts in each of the following:

	One Semester or Full Year Internship	6 to 8 Week Apprentice-ship
a. Develop ability to accept responsibility for presentation of technical material	____	____
b. Develop skill in evaluating student behavior	____	____
c. Develop skill in assessing student needs	____	____
d. Provide an opportunity to establish rapport with the student body	____	____
e. Provide an opportunity to establish rapport with the entire staff	____	____
f. Develop ability to organize instruction	____	____
g. Develop ability to utilize time effectively	____	____
h. Develop ability to account for time	____	____
i. Opportunity to understand enrollment procedures, problems, and possible solutions	____	____
j. Provide opportunity to know and understand student organizations	____	____
k. Develop skill in accounting for equipment	____	____

Please circle the correct response.

7. Do you believe that the increased amount of time required for an internship would have an adverse effect on the program? YES NO

8. Do you feel that a system of partial pay for the intern would produce better results? YES NO

9. Do you feel that subjecting students to a program utilizing supervised interns would have an adverse effect on student behavior? YES NO

10. Do you feel that the salary paid to an intern would strengthen his loyalty and/or allegiance? YES NO

11. Do you feel that the present block system of apprenticeship for 6 to 8 weeks is adequate in training future teachers for Industrial Arts? YES NO

12. Would you be willing to participate in a project working closely with two to four interns and coordinate their activities, rather than teach for one year? YES NO

Personal Data Card

Name

Street

City

State

ZIP

APPENDIX B

FOLLOW-UP LETTER

Oklahoma State University

INDUSTRIAL ARTS EDUCATION

STILLWATER, OKLAHOMA
104 INDUSTRIAL BUILDING
(405) 372-6211 EXT. 7261

October 29, 1973

Dear Fellow Teacher:

On October 9, 1973, I mailed you a questionnaire concerning student teaching in Industrial Arts. Your response is extremely important in completing a study entitled "The Merits of an Internship in Industrial Arts as Opposed to Traditional Practice Teaching."

If you have set the questionnaire aside for answering at a later date, won't you please complete it and return it to me as soon as possible. If you failed to receive a questionnaire, let me know and I will send you one.

Thank you for your cooperation.

Respectfully yours,

Jim Sloan

JS/ck

VITA

Jimmy Ray Sloan

Candidate for the Degree of

Master of Science

Thesis: THE MERITS OF AN INTERNSHIP IN INDUSTRIAL ARTS AS OPPOSED TO TRADITIONAL PRACTICE TEACHING AS PERCEIVED BY COOPERATING TEACHERS, ADMINISTRATORS AND TEACHER EDUCATORS

Major Field: Industrial Arts Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma, July 29, 1937, the son of James E. and Mary V. Sloan.

Education: Attended grade school in Stillwater, Oklahoma; graduated from Stillwater High School, 1955; received the Bachelor of Science degree in Industrial Arts Education in May, 1960 from Oklahoma State University; completed the requirements for the Master of Science degree at Oklahoma State University in May, 1974.

Professional Experience: Industrial Arts Teacher, Junior High School, Stillwater, Oklahoma, 1960-1966; Industrial Arts Teacher, Stillwater High School, Stillwater, Oklahoma, 1966-1970; Instructor at Oklahoma State University, 1970; Assistant Professor and Building Trades Adviser with Oklahoma State University Contract Team to Thailand, AID, 1970-1973; Assistant Professor, Industrial Arts at Oklahoma State University, 1973 to present.

Professional Organizations: Oklahoma Education Association, National Education Association, Oklahoma Industrial Arts Association, American Industrial Arts Association, Oklahoma Vocational Association, American Vocational Association, Iota Lambda Sigma, Phi Delta Kappa.