

**A STUDY OF THE INDUSTRIAL ARTS STUDENT-TEACHER  
EDUCATION PROGRAMS IN FOUR SELECTED OKLAHOMA COLLEGES**

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In Partial Fulfillment of the Requirements

For the Degree of

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## TABLE OF CONTENTS

Chapter	Page
<b>I. INTRODUCTION . . . . .</b>	<b>1</b>
Origin of the Problem . . . . .	1
Need for the Study . . . . .	3
Limitations of the Problem . . . . .	4
Methods of Research . . . . .	4
Definition of Terms . . . . .	5
Industrial Arts . . . . .	5
Practice Teaching . . . . .	5
Practice Teacher . . . . .	6
Supervisor . . . . .	6
Laboratory School . . . . .	6
Cooperating School . . . . .	6
Plan of Procedure . . . . .	6
<b>II. PHILOSOPHICAL CONSIDERATIONS RELATED TO THE STUDY . . . . .</b>	<b>8</b>
Early History . . . . .	8
Current Philosophical Beliefs . . . . .	9
Implementation of the Philosophy of Industrial Arts as a Part of the General Education Program . . . . .	10
Early Normal School in Europe . . . . .	16
Beginning of Student-Teacher Education in England . . . . .	17
Beginning of Student-Teacher Education in America . . . . .	18
Extent of Academic Directed Student Teaching . . . . .	19
<b>III. REPORT OF THE SURVEY IN INDUSTRIAL ARTS TEACHER     EDUCATION PROGRAMS IN FOUR SELECTED OKLAHOMA COLLEGES . . . . .</b>	<b>21</b>
Method of Study . . . . .	21
Northeastern State College, Tahlequah, Report . . . . .	22
East Central State College, Ada, Report . . . . .	24
Oklahoma A. and M. College, Stillwater, Report . . . . .	25
University of Oklahoma, Norman, Report . . . . .	27
Comparison of Student-Teacher Education Practices . . . . .	28
<b>IV. CONCLUSIONS AND RECOMMENDATIONS . . . . .</b>	<b>33</b>
Conclusions . . . . .	33
Recommendations . . . . .	35

Chapter	Page
APPENDICES . . . . .	37
Appendix A. A Selected Bibliography. . . . .	38
Appendix B. A Copy of Questionnaire Used in Study . . . . .	40
Appendix C. Copies of the Practice Teacher Evaluative Criteria Used by the Four Selected Colleges . . . . .	43

#### LIST OF TABLES

Table	Page
I. Tabulation of Teacher Education Practices in Industrial Arts of Four Oklahoma Colleges. . . . .	29

## CHAPTER I

### INTRODUCTION

There is a definite need for a careful study and analysis of the programs of student teaching which are offered by institutions of higher learning. Those who employ beginning teachers and, indeed, many beginning teachers themselves, complain that student-teaching experience is too limited to permit prospective teachers to gain an adequate comprehension of the responsibilities of teaching.

Critics of the existing programs make mention of the following weaknesses: the beginning teacher is not prepared to teach in schools which are developing general education, or core classes; he is unable to carry his share of the school-guidance program; he fails to utilize the methods of teaching which have proved best for secondary schools, and he knows little about teacher-pupil planning, the use of visual aids, or modern techniques and instruments of evaluation; he has lack of professional loyalty toward teaching, evidenced by hesitancy in becoming associated with professional organizations, and by little interest in curriculum development or in-service training programs; and the beginning teacher does not take part in school and community activities and thereby fails to develop general effectiveness as a member of the school faculty. (A7, page 67)

Origin of the Problem. Methods of teaching are an intrinsic part of the organized educative process from the kindergarten through graduate work. Much of the history of education is the story of efforts to improve teaching methods. As the concept of education itself changed, so teaching methods changed to conform to these new concepts, and student-teacher education programs were adjusted in keeping with the teaching methods.



Educators have always been concerned with the most effective teaching methods to achieve the generally accepted educational goals and the next concern of no less importance, the problem of teacher instruction in the use of these methods. Teacher colleges particularly recognize the close relationship between teacher education and the educational results obtained in the public schools. Laboratory schools have constantly worked for the improvement of student-teacher education methods.

As a teacher and supervisor of industrial arts in the public schools of Oklahoma for approximately twenty years, the writer has witnessed changes in the ideas of the purposes of the industrial arts program, the teaching methods advocated to achieve these purposes, and programs of teacher training. Today, there appears to be a more common agreement as to the place the industrial arts program should have in the educational program than either on the methods of teaching in this field, or the program of student-teacher education. That industrial arts instruction should be a part of the general education program is now generally accepted. But what about the most effective student-teacher education methods, and how should the industrial arts student-teacher education program be organized and administered to prepare teachers in the use of the most desirable methods?

In general teachers will teach the way they have been taught to teach. If this were not true, then the money spent in teacher education institutions is a poor investment. Of course it is recognized that with teaching experience methods of instruction will be modified in the light of these experiences. But the effectiveness of the teaching in the industrial arts program will be greatly conditioned by the nature of the

student-teacher education program completed by the industrial arts teacher. Recognition of this condition, coupled with a deep interest in the improvement of student-teacher education programs in industrial arts, caused the writer to undertake a study of the programs in industrial arts in four selected Oklahoma colleges.

Need for the Study. As the teacher is, so is the school. As the teacher is educated, so are his teaching skills, understandings, and competencies improved. The student-teacher education programs of the colleges and universities play a major role in determining the nature and extent of educational opportunities offered to boys and girls in the public schools. Weak, inadequate programs mean limited and inefficient teaching. Student-teacher education programs based on a sound philosophy of the nature of the learner, the principles of the learning process, and an understanding of the major goals of education, will result in capable, resourceful, and effective teachers.

Industrial arts is a relatively new comer to the organized school curriculum in spite of the fact that some form of craftsmanship was a part of the training of youth since the beginning of human society. But not until the last twenty-five years has the purpose of industrial arts been accepted as an essential part of general education. There is still the unsolved problem of how best to educate teachers for work in this part of the curriculum. Only constant study and experimentation can give the type of student-teacher education programs in industrial arts comparable in effectiveness with training programs in the other and older areas of the curriculum.

What are some of the characteristics of student-teacher education programs in the industrial arts in Oklahoma? To what extent are these programs uniform in the different colleges? Is there a common philosophy in reference to industrial arts and student-teacher education in the different teachers colleges? How can student-teacher education programs in industrial arts be improved? Answers to these questions necessitate continuous study of student-teacher education programs in this field if the educational opportunities in this area of the curriculum keep pace with developments in other parts of the curriculum.

Limitations of the Problem. To restrict the study of student-teacher education programs for the industrial arts to the practices followed in four Oklahoma colleges will not necessarily indicate general practices in other parts of the nation. It should, however, be indicative of trends and general practices in Oklahoma and that is the present interest of the writer. By selecting for study the two largest educational institutions of the state, the University of Oklahoma and the Oklahoma Agricultural and Mechanical College, and two of the typical state teachers' colleges, East Central State College and Northeastern State College, the findings should be fairly representative of the philosophies and practices pertaining to the education of industrial arts teachers in Oklahoma.

Methods of Research. The method of research used was predominantly the narrative survey type of research. The nature of the problem and its limited scope made it possible to obtain the data relevant to the problem by interviews, correspondence, use of catalogues and other publications of the institutions studied, and by questionnaires. The writer's

extended experience as an industrial arts teacher in Oklahoma gave him close contact with others working in this field which was a great aid in securing the necessary information. The data collected were organized in table form, analyzed, interpreted, and a report of the findings presented in paragraph form.

Definition of Terms. Every specialized field of study has its technical vocabulary which needs to be defined before the literature can be read intelligently. Because of this, certain terms peculiar to the field of industrial arts and to this study have been defined.

Industrial Arts. Industrial arts is a group of school subjects that contribute to the attainment of the goal of general education by furnishing guided experience in the use of tools, materials, and machinery, and insight into those phases of industry that have become an important part of our social culture. (A9, page 1)

Industrial arts is the name given to all forms of shopwork and industrial drawing taught in elementary schools, junior high schools, high schools, and possibly in colleges when the chief purpose is general education and not specifically vocational in nature. This term was evolved during the early part of the twentieth century and is almost universally used today to refer to non-vocational shopwork and industrial courses in the public schools. (A5, page 1)

Practice Teaching. The term "practice teaching" will be construed to mean the activities and/or observations of the student teacher which takes place under the supervision of a teacher or supervisor officially assigned to this duty.

Practice Teacher. The term "practice teacher" is used to denote any college student who, under supervision, teaches and/or observes class activities. The terms "student teacher" and "practice teacher" are used synonymously.

Supervisor. The supervisor is the instructor in charge of the laboratory or cooperating school classes who observes, supervises, evaluates, and makes recommendations for improvement of the process of teaching.

Laboratory School. The laboratory school is the college controlled school in which the practice teaching is done. It is usually located on or near the college campus, and is the laboratory for the education department of the college. (A6, page 6)

Cooperating School. The cooperating school is a regular public school in which practice teaching is done under some plan worked out by the college or laboratory school supervisor and the public school officials. (A6, page 6)

Plan of Procedure. The order of presenting the report of this study was to give the setting of the problem, its statement, definition, limitations, and importance in the introductory chapter. The second chapter was devoted to the philosophical aspects of the problem with a statement of the writer's philosophy relating to the industrial arts and the student-teacher education program in the field. In the third chapter a report was made of the study of the student-teacher education program in the four selected Oklahoma colleges. Data were presented,



analyzed, and generalizations made. The concluding chapter was devoted to a summary of the conclusions and recommendations supported by the study.



## CHAPTER IX

### PHILOSOPHICAL CONSIDERATIONS RELATED TO THE STATE

To understand an institution, it is necessary to know something of its history. This principle applies to the institution of education. Educators have recognized this fact, and as a result, courses in the history of education are found in the curriculum of practically all institutions for the education of teachers.

The industrial arts is an accepted part of the modern school curriculum today, but to understand its place in the education program and to appreciate the values which it has to contribute to present day youth, one needs to know something of the historical background of this area of the curriculum.

Early History. Handicraft work constituted most of the culture of primitive man. His very survival depended upon the effectiveness of his handicraft. Above everything else, primitive man sought security, and the excellence of the products of his handiwork provided this security. It might have been an instrument of warfare, or some tool to use for providing better food, clothing, and shelter. History tells us that when one member of a tribe was able to produce a better product for use of the group than any other member, then the others looked to him to furnish this product and bartered for it. The skill developed in this handicraft work was passed on to the sons and often to other members of the group, and here in this practice was the beginning of industrial arts.

education. Its purpose was primarily vocational. Of course primitive man was not aware that these early handicraft skills were the beginning of trades and crafts, and least of all was he aware of any handicraft philosophy.

Current Philosophical Beliefs. Basic philosophy of industrial arts, as stated by Robert A. Hardin in an article written for the Industrial Arts and Vocational Magazine, is stated as follows:

The basic philosophy of industrial arts is the same now as it has always been, the welfare of the common man. Industrial arts is not a new area in education; it is the oldest form of education known to man. It antedates academic instruction by many centuries, but did not become a part of the formal education program until much later because education was not for the masses, but for the sons of princes, lords, and wealthy landowners. (A, page 179)

A number of different philosophies influenced industrial arts before the nineteenth century. John Locke saw in handwork a means of diversion and recreation. Rousseau, the naturalist, contributed to the philosophy of industrial arts. He placed much importance on training for real living. He would have every boy learn a trade that he might pursue it, and that he might become more sympathetic toward others in the trade.

Of all educational writers up to the first quarter of the eighteenth century, Pestalozzi and Fellenberg made the greatest contributions to industrial arts. Pestalozzi felt that academic work and handwork should go hand in hand. He made some progress in using objects and manual labor as a means of teaching the academic subjects. Fellenberg established manual labor and farm schools which dominated the arts and crafts training until about 1870. (A, page 180)

The philosophy of disciplinarianism played its part in the latter part of the nineteenth and early twentieth century to shape the content and methods of industrial arts, as it did the academic curriculum. Before the twentieth century was well underway, educators in general were beginning

to see in industrial arts the same values the schools were pursuing in the total education process. The underpinning values were the same for industrial arts as those sought in general education and industrial arts came to be recognized as an essential part of the general education program.

There were certain studies in the area of curriculum development that encouraged thinking of industrial arts as a part of the general education program, and probably no event did more in this respect than the famous committee for the Reorganization of the High School Curriculum, appointed by the National Education Association, 1918, when it proposed the Seven Cardinal Principles of Education as major goals of education. It was realized that the industrial arts contributed not only to vocational efficiency, but that it contributed to the realization of each of the seven cardinal objectives.

More recently the Education Policies Commission formulated four basic guides for education in our democratic society: self-realization, human relationships, economic efficiency, and civic responsibility. Here again it became obvious that the industrial arts contributed to each of these areas of individual and social development. Today, few educators question the need of including industrial arts in the general education program. The problems more often are inadequate finance, limited plant facilities, poor equipment, shortage of well-trained teachers, etc.

Implementation of the Philosophy of Industrial Arts as a Part of the General Education Program. Merely to accept industrial arts as a part of the general education program will give little help to the industrial arts teacher. This philosophy must be translated into learning

activities and must be related to specific achievements in the way of changed behavior patterns. Gordon O. Wilber has presented a very complete list of the behavior changes that may be expected in youth in industrial arts classes with certain objectives in mind. They are as follows:

Objective: To explore industry and American industrial civilization in terms of its organization, raw materials, processes and operation, products, and occupations.

Expected Behavior Changes from Students:

1. They will be familiar with the organization of industry and related the personnel organization of the industrial arts shop to similar systems in industry. Their cooperation in the personnel system will increase.
2. They will read more intelligently about industry and industrial products. The choice of their reading will be affected.
3. They will recognize industrial methods and will attempt to apply them in the school shop.
4. They will visit industries whenever possible to learn about methods, products, etc.
5. They will recognize various raw materials and talk about their sources, transportation, and processing with the class.
6. They will read and talk about the various occupations within an industry. A tentative choice of an occupation may be made.
7. They will discuss occupations with the teacher, friends, and parents.
8. They will choose materials wisely because they are acquainted with their uses by industry.
9. They will read about and interpret the problems of management and labor more intelligently.
10. They will seek information about new developments in industry.



Objective: To develop recreational and avocational activities.

Expected Behavior Changes from Students:

1. They will read such magazines as Popular Mechanics, Home Craftsman, and Popular Science.
2. They will ask advice on how to carry on constructive activities out of school.
3. They will become interested in, and will engage in, one or more constructional hobbies.
4. They will spend spare time in the shop either in school or at home.
5. They will ask questions and talk about their hobbies.
6. They will consult catalogs for information about their hobbies.
7. They will contribute to class discussions with information gained from reading along lines of their interest.
8. They will take initiative in visiting industries along the lines of their interests.
9. They will make the acquaintance of, and form friendships with, others having similar interests.
10. They will develop home workshops.
11. They will suggest and work on projects related to their interests.

Objective: To increase an appreciation for good craftsmanship and design, both in the products of modern industry and artifacts from the material cultures of the past.

Expected Behavior Changes from Students:

1. They will recognize goods and apply such knowledge in the construction of projects.
2. They will appreciate good design in artifacts and will show such appreciation in speech and actions.
3. They will recognize and appreciate period pieces.
4. They will recognize the place of "streamlining" in design and will apply it correctly in developing projects.

5. They will re-design projects to improve their appearance and utility.
6. They will select or develop projects which are suitable to the material being used.
7. They will recognize and avoid poor design and "over-decoration".

Objective: To increase consumer knowledge to a point where students can select, buy, use, and maintain the products of industry intelligently.

Expected Behavior Changes from Students:

1. They will examine articles carefully and judge their value before buying.
2. They will look for constructional features in judging the worth of an article.
3. They will learn about materials and will apply their knowledge in making purchases.
4. They will become acquainted with trade names and will look for proven brands when buying.
5. They will maintain and use remanufactured articles in such a way as to prolong their life and usefulness.
6. They will recognize quality and will buy accordingly.
7. They will buy on the basis of their needs, rather than entirely on the basis of price.

Objective: To provide information about, and in so far as possible, experiences in, the basic processes of many industries, in order that students may be more competent to choose a future vocation.

Expected Behavior Changes from Students:

1. They will read and talk about various occupations.
2. They will make tentative choices of vocations.
3. They will decide that they are not fitted for, or are not interested in, certain vocations.



4. They will know and be able to explain the entrance requirements, training, working conditions, and wages of many occupations.
5. They will talk with representatives of many occupations concerning the work in which they are engaged.
6. They will visit industries and observe the various workmen under normal working conditions.
7. They will watch with interest motion pictures showing workmen at various occupations.
8. They will choose elective courses which provide additional information about occupations.

Objective: To encourage creative expressions in terms of industrial materials.

Expected Behavior Changes from Students:

1. They will design and make new projects.
2. They will think through the correct procedure for making a project and will then follow their plan.
3. They will experiment with new ways of solving constructive problems and will make improvements on the basis of their experiments.
4. They will develop skill and facility in the use of many materials.
5. They will appreciate or criticize constructively design in the work of others.
6. They will choose materials which are best suited for a given project or use.
7. They will take ideas from different sources and create new designs.
8. They will increasingly attempt to solve their own problems.

Objective: To develop desirable social relationships, such as cooperation, tolerance, leadership and followership, and tact.

Expected Behavior Changes from Students:

1. They will develop a group spirit and loyalty.
2. They will cooperate with others in promoting a group program.
3. They will assume and discharge leadership responsibilities.
4. They will organize or participate in club activities.
5. They will accept leadership responsibilities in club organizations.
6. They will give help and advice willingly.
7. They will accept assignments given them by leaders in the personnel organization and recognize the leadership of others.
8. They will work willingly with individuals who may be a different race, creed, or color.

Objective: To develop a certain amount of skill in a number of basic industrial processes.

Expected Behavior Changes from Students:

1. They will perform tool processes with an increasing degree of accuracy.
2. The quality of workmanship in their projects will be improved.
3. They will develop pride in their craftsmanship.
4. Their self-assurance will increase and will be indicated by a willingness to attempt more difficult projects.
5. They will practice difficult operations in order to perfect the skills. (AS, pages 47-54)

The foregoing statement of objectives for the industrial arts program, with the analyses of these objectives in terms of skills, competencies, knowledges, and attitudes, appears to express well the philosophy of industrial arts as an essential part of general education. The writer would propose that these objectives with their concomitant learning products will need to be interpreted and applied in terms of community

needs, and student interests, aptitudes, and needs. Great emphasis may need to be given some of these objectives in one community, whereas, in another the emphasis may need to be placed on other objectives. Also, a careful study of individual students will need to be made in order that the program be adjusted to meet individual needs. With these explanations of Wilber's statement of objectives, the writer accepts it as a clarification of the general education concept which may be applied to give meaning and purpose to the industrial arts program.

But the real problem of this report is the education of industrial arts teachers. It might be well at this point to give a brief history of student-teacher education as it has developed over many years.

Early Normal School in Europe. Johann Jakob Wehrli (1790-1855) was the originator, organizer, and developer of the farm and trade school in Fellenberg's institution at Hofwyl. After twenty-three years of service at Hofwyl, Wehrli accepted the management of a normal school at Kreutlingen on the shore of Lake Constance in Switzerland in 1833. Although the student-teacher education program did not necessarily give emphasis to industrial arts, it was a beginning of teacher education.

Throughout Switzerland Wehrli's normal school was regarded as a model, and in a greater or less degree the other normal schools of the country adopted his viewpoint on the training of teachers. Wehrli's beliefs were stated as follows:

Wehrli believed that successful teachers of the children of the poor must be friends and associates of the poor, yet well educated. They must be humble and willing and able to labor as peasants labor. He had seen the ill effects of sending young men to colleges where they lived in luxury, and then allowing them to teach in peasant schools. They were misfits; they often became dissatisfied with their surroundings, and

gave up teaching to become clerks. To avoid this, and to insure the confidence and co-operation of the peasants, he would make the student's life "as simple, and even more humble and laborious than the teacher's village life", so that when he became a teacher he would enjoy greater ease than during his years of preparation. (A2, pages 166-67)

Beginning of Student-Teacher Education in England. In 1884 at South Kensington in England, an education institution was established especially for the training of teachers in technical subjects. From 1884 to 1890 the city and guilds of London Institute became the center for manual training teachers. In 1890 government grants were available for manual training. As a result of the grants, more schools were established and there was a demand for more teachers. There were two sources of supply for such teachers: (a) board school teachers of other subjects who had taken courses in manual training, and (b) the better educated artisans in the skilled trades who passed examinations for teachers.

The actual work for training teachers for the larger cities was done by local school boards (after the education act of 1902, by the County Councils) or by technical schools, or by both in co-operation. In London the teachers of wood-working and metalworking came to be supplied from two courses: (a) from the pupil teachers' classes at Shoreditch Technical School, which in 1909 was turning out about ten teachers a year, and (b) from Saturday classes of teachers and mechanics. The four-year course for teachers at the Shoreditch Technical School was as follows:

Subject	Year	Hours Per Week			
		I	II	III	IV
English		5	5	4	4
Mathematics		4	4	4	4
Art		6	6	2 1/2	2 1/2
Metalwork		0	0	3	3
Woodwork		10	10	6	6

(continued)

Subject	Year	Hours Per Week			
		I	II	III	IV
Teaching		0	0	9	9
Geometry		1 1/2	1 1/2	0	0
Cardboard Work		2	2	0	0
Machine Drawing		0	0	1/2	1/2

The practice teaching was done in classes of boys that came to the school and in the manual center of the city. (Al, pages 262-64.)

Beginning of Student Teacher Education in America. The education of industrial arts instructors in America had a very rude beginning. The first classes were organized by Edward A. Sheldon (1823-1897), Superintendent of Schools in Oswego, New York, in 1861. This school was known as the Oswego Training School. A crude shop was established in the basement, and a janitor, who was a good mechanic, was put in charge of the class. From this beginning, the industrial arts education program has developed into one of the major divisions of modern educational curriculum.

In 1893-94 the name of the college was changed from the New York College for the Training of Teachers to Teachers' College. The manual training faculty was strengthened by John H. Mason, who came from Wisconsin to be associate professor, and several instructors were added to the staff. The number of courses in manual arts was increased from seven to fifteen. Especially significant additions being three professional courses which were announced as follows:

- A. History and Principles of Manual Training  
 One period each week, Wed., 1:00 to 2:00.  
 Origin and development of the manual-training idea;



some characteristics of manual-training in Sweden, Germany, France, England, and America; educational principles underlying manual training; a study of equipment and courses of instruction for elementary and secondary schools; the manual training high school; its distinguishing characteristics and its place in the American system of education.

B. Economics of Planning, Equipping, Organization, and Management of Manual-Training Schools.

(to be given the first time in 1894-95)

Planning with reference to site, location, points of compass, rooms required, size of each and location with reference to use, lights, ventilation, economy of heating, accessibility and convenience; tools and appliances required to give range of work; when and how to purchase tools and machinery, arrangement of same with reference to their use, convenience, and safety of operation; selection of motive power; location of line shafts, kind of hangers, belting, and other materials required; fixing of responsibility, arrangement of recitation and work periods, duties of engineer, janitor, and teachers; management, with reference to efficiency and economy in the instruction of classes and in the use of materials in the workshops.

C. Observation and Practice Teaching.

From 2 to 6 periods each week.

A course affording opportunity for students to observe and to teach, under the eyes of a critic teacher, grammar and high school classes from the Horace Mann School in the various lines of work taught in the department. This course is given only in the senior year. Each student must observe and teach in at least two subjects during the year, and no student will be recommended for a diploma whose work in this course is unsatisfactory. (A7, pages 468-469)

Extent of Academic Directed Student Teaching. Long and thorough preparation in skills and information is necessary to attain teacher status in industrial arts. There is a need for the education of well-prepared potential industrial arts teachers to handle large classes in the newer types of general shops.



There is hope that schools permitting an academic directed teaching are not growing but rather are diminishing in number. There may be some value in industrial arts teacher-education students doing some directed teaching in academic subjects, but it would have its limitations. It would have value in small communities where a teacher must be ready to teach many subjects. To permit graduation on academic directed only, is unfortunate. The academic class is of little value as a total directed teaching experience for industrial arts. More than ever before modern industrial arts teachers must necessarily go out with adequate preparation to meet modern needs in large classes in industrial arts. (A3, pages 65-66)

How is Oklahoma educating her teachers of industrial arts? Are methods of such a nature as will result in effective and successful implementation of the industrial arts philosophy so generally accepted today? Some of the answers to these questions will be given in the chapter which follows.

### CHAPTER III

#### REPORT OF THE SURVEY IN INDUSTRIAL ARTS TEACHER EDUCATION PROGRAMS IN FOUR SELECTED OKLAHOMA COLLEGES

Much of the success of the industrial arts teacher depends upon the student-teaching program provided by the colleges that offer training in this department. It is therefore important that an adequate student-teaching program be administered by all colleges preparing teachers in industrial arts. Because of certification requirements, considerable uniformity exists among the colleges, however, there are some important variations, particularly in provisions for student teaching.

Method of Study. To secure the needed data in reference to the study of student-teacher education programs in the four colleges selected, questionnaires were submitted to the heads of the industrial arts departments of these colleges. A copy of the questionnaire is included in Appendix B. The writer was able to supplement the information included in the questionnaires by personal visitation and interviews with instructors and practice teaching supervisors at the different colleges.

The purpose of the questionnaire, visitations, and interviews was to learn the nature of the student-teacher education programs in these colleges. Since the data were carefully checked by the instructors of student-teacher education, it is believed that they have high validity.

Northeastern State College, Oklahoma, Report

1. What is the prerequisite to practice teaching industrial arts as to credit hours or classification?

Senior, 12 semester hours in industrial arts

2. Are methods of teaching courses taught the same time the student teacher is doing practice teaching?

Yes

3. Frequency of teaching sessions of practice teacher with his pupils?

Daily, five days a week

4. Frequency of student teacher session with the supervisor teacher, and length of session?

Varies a lot, from one to five minutes daily, to ten to thirty minutes weekly.

5. Length of period practice teacher devotes to teaching industrial arts?

For most majors, two hours a day for sixteen weeks

6. Where is practice teaching done? (a) The institution's laboratory school? (b) Cooperating public school? (c) Both, laboratory school and the public school?

The cooperating public school

7. Minimum number of semester hours practice teaching required in industrial arts.

Two semester hours. Eight semester hours recommended.

Northeastern State College requires that a student teacher have senior classification and must have completed a minimum of twelve semester hours in industrial arts. This is a prerequisite that applies to all industrial arts practice teachers. A course in teaching methods is taken at the same time that the practice teaching is done. The program provides for the practice teacher to visit his class five days a week, usually for two hours each day for a full semester of sixteen weeks.

He also meets with his supervisor teacher for a methods course ten to thirty minutes weekly or as the need arises. The daily sessions of the practice teacher with his supervisor is extremely short, from one to five minutes.

The practice teaching is done in a cooperating public school. In the case of Northwestern State College, this plan of practice teaching is located on the college campus and the high school within three blocks of the college. Little time is lost by the practice teacher in reporting to his classes.

A personal interview with the head of the industrial arts department of the college revealed some interesting information. No changes were recommended in the course requirements or the number of semester hours of professional training for industrial arts teachers. The "Block Plan" was favored to allow student teachers one-half day of uninterrupted time for teaching and observation. It was believed that the two hours per day observation and teaching by student teachers was not satisfactory. Under this plan the practice teacher did not have an opportunity to participate in extra-curricular activities of the school and as a consequence was unable to share in the school's total program. One of the chief weaknesses of the program as now operated is the lack of a close tie-up between the industrial arts teachers of the college and the teacher supervisors in the cooperating schools. This situation is due to the heavy teaching load of the college staff. It was believed that if more time were allowed for conferences between the college industrial arts teachers and the supervisor teachers of the cooperating schools, the teaching problems of the practice teacher could be more readily corrected.

East Central State College, Ada, Report

1. What is the prerequisite to practice teaching industrial arts as to credit hours or classification?

Senior standing (ninety semester hours) with sixteen semester hours credit in industrial arts. Other courses required: Principles and management, education, psychology, tests and measurements, and special methods courses.

2. Are methods of teaching courses taught the same time the student teacher is doing practice teaching?

Yes, the head of the industrial arts department has daily conferences on methods during student teaching. He exercises continuous supervision.

3. Frequency of teaching sessions of practice teacher with pupils?

Daily, five times a week

4. Frequency of student teacher sessions with the supervisor teacher and the length of session?

Daily, if needed, and one special hour conference with all practice teachers weekly.

5. Length of period practice teacher devotes to teaching industrial arts?

We like for them to devote all afternoon, two hours. We advise a minimum of one hour daily in campus laboratory school, and one hour daily in cooperating school.

6. Where is the practice teaching done?

In the college's laboratory school and in the cooperating schools.

7. Minimum number of semester hours required of practice teaching in industrial arts?

Six semester hours of credit; we advise eight semester hours.

The prerequisite for a practice teacher in industrial arts at East Central State College is senior classification (minimum of ninety semester hours credit), with at least sixteen semester hours completed in

industrial arts. In addition to these requirements there are certain education courses which must have been completed: educational psychology, educational tests and measurements, principles and management, and special methods courses. Some of these courses may be taken concurrently with the practice teaching.

Methods of teaching courses are given at the same time the practice teacher does his work. The head of the industrial arts department has daily conferences on methods and techniques with the practice teacher. He exercises continuous supervision throughout the practice teaching period. The supervisor meets with the practice teacher daily when necessary. A one-hour weekly conference with all practice teachers is a regular part of the practice teaching program. At these sessions the practice teacher has an opportunity to present problems that have disturbed him. In turn, it gives the supervisor a chance to make constructive suggestions for improvement of teaching.

In reference to the length of period the practice teacher devotes to teaching industrial arts, it is the policy of the college to require two hours, but adjustments sometimes have to be made because of conflicts in schedule and other circumstances. A minimum of one hour practice teaching daily in the campus laboratory school and one hour daily off-campus in the cooperating school is recommended. The practice teaching is done in both laboratory school and the cooperating school in general.

The minimum practice teaching credit hours required are six, however, eight hours are strongly recommended.

#### Oklahoma A. and M. College, Stillwater, Report

1. What is the prerequisite to practice teaching in industrial arts as



to credit hours or classification?

Senior classification and three semester hours of teaching methods.

2. Are methods of teaching courses taught the same time the student teacher is doing practice teaching?

No

3. Frequency of teaching sessions of practice teacher with pupils?

Daily, three days a week, five hours a day.

4. Frequency of student teacher sessions with supervisor teacher, and length of the sessions?

Not frequent enough and no definite length of time

5. Length of period practice teacher devotes to teaching industrial arts?

Five hours per week for thirty-six weeks.

6. Where is practice teaching done?

Cooperating public schools, and freshmen college courses on the campus.

7. Minimum number of semester hours of practice teaching required in industrial arts?

Six semester hours

The prerequisite to practice teaching industrial arts at Oklahoma Agricultural and Mechanical College is senior classification and three hours credit in methods of teaching before the student does his practice teaching. The frequency of practice teacher sessions with his students vary from one day a week to five days a week. Daily sessions are from one to five hours each day, or equivalent to five one hour sessions per week. There is no regular schedule for conferences between the supervisor and the practice teacher. Conferences, however, are held whenever the need arises.

The length of period the practice teacher devotes to teaching industrial arts is five hours per week for a period totaling thirty-six weeks. The practice teaching program is administered through cooperating public schools, and the freshmen college classes on the Oklahoma Agricultural and Mechanical College campus.

The minimum requirement of practice teaching credit for graduation is six hours. No changes were recommended in the courses required or the number of professional hours credit required. It was recommended that a student teacher spend one-half semester away from the college (off-campus teaching) for nine semester hours credit, and that funds be provided for a director of a student teacher training program whose duty would be to manage and supervise the off-campus program.

University of Oklahoma, Norman, Report

1. What is the prerequisite to practice teaching industrial arts as to credit hours or classification?

Senior classification

2. Are methods of teaching courses taught the same time the student teacher is doing practice teaching?

Yes

3. Frequency of teaching sessions of practice teacher with pupils?

Daily

4. Frequency of student teacher sessions with supervisor teacher and length of sessions?

Daily, one hour sessions

5. Length of period practice teacher devotes to teaching industrial arts?

Two hours daily

6. Where is the practice teaching done?

Cooperating public schools and University laboratory school located on the North Base

7. Minimum number of hours practice teaching in industrial arts required?

Nine semester hours

Similar to the Oklahoma A. and M. College, the University of Oklahoma requires senior classification for practice teaching in the industrial arts. Method courses are taught concurrently with the practice teaching. The practice teacher meets his pupils daily, five days a week. The length of practice teaching periods is two hours. It will be observed that the practice teacher devotes ten hours weekly with his pupils. The practice teacher has daily conferences of one hour with his supervisor. The University uses the laboratory school and the cooperating public schools in its industrial arts practice teaching program.

A minimum of nine semester hours practice teaching is required for graduation. No changes in course requirements or professional hours credit were recommended. It was suggested that the practice teacher might profit more by having the student teaching spread over two semesters instead of one, as it is now being done.

A comparison of practices in the teacher education programs in industrial arts of the four colleges studied was made by assembling pertinent data in table form. Table I, on the following page, will provide a convenient means of analysis and comparison.

Comparison of Student-teacher Education Practices. The prerequisites for practice teaching industrial arts are uniform among the colleges in

TABLE I

TABULATION OF TEACHER EDUCATION PRACTICES IN  
INDUSTRIAL ARTS OF 1931 OKLAHOMA COLLEGES

Questions Pertaining to Teacher Education	Northeastern State College	East Central State College	Oklahoma A. & M. College	University of Oklahoma
1. What prerequisites required for practice teaching as to classification or credit?	Senior, 12 hrs. Cr. Indus. Arts	Senior, 16 hrs. Cr. Ind. Arts, Ed. C.	Senior, 3 hrs. Ind. Arts & Methods	Senior
2. Are methods of teaching courses taught same time as practice teaching is done?	Yes	Yes	No	Yes
3. Frequency of teaching sessions of practice teacher with his students?	Five days a week	Five days a week	Daily, 3 days a week, 5 hours a day	Five days a week
4. Frequency of student teacher sessions with supervisor and length of sessions?	Varies, 10 to 30 min. a week	As needed, regularly 1 hr. week	No definite time	Daily, 1 hr. sessions
5. Length of period practice teacher devotes to teaching industrial arts?	2 hrs. per day, 18 weeks	2 hours daily	5 hours weekly	2 hours daily
6. Where is practice teaching done: laboratory school, cooperating school, both?	Cooperating Public School	Lab. School and Coop. Public School	Coop. School and College Freshman Class	Coop. School and Lab. School
7. Minimum number of hours of practice teaching required.	4 hours	6 hours	6 hours	9 hours

one respect. All require senior classification. In addition, Northeastern State College requires twelve semester hours credit in industrial arts, and East Central State College requires sixteen semester hours credit in industrial arts before being permitted to do practice teaching. The Oklahoma Agricultural and Mechanical College, in addition to the senior classification, requires three semester hours of credit in teaching methods. All of the colleges have additional requirements in certain prescribed education courses before a student is permitted to do practice teaching.

Courses in methods of teaching are required concurrently with the practice teaching in all the colleges except Oklahoma Agricultural and Mechanical College, and it requires three semester hours of methods before a student-teacher is permitted to do practice teaching.

The frequency of teaching sessions of the practice teacher with his pupils is fairly uniform. Five days a week is the general practice, except Oklahoma Agricultural and Mechanical College which provides some flexibility in the number of sessions. The total time is equivalent to five times weekly.

The frequency of the practice teacher session with the supervisor varies among the colleges. The University of Oklahoma provides more time for conferences than do the other colleges. In most cases the plan provides for conferences as needed.

The length of the session which practice teachers devote to pupils is in general uniform. Each session is of one hour duration.

In reference to the place where practice teaching is done, the practice varies to include the laboratory school, the cooperating public



school, college freshmen classes, with a combination of these places in some of the colleges.

There is considerable difference of practice among the colleges in the minimum number of hours of teaching required in industrial arts. Oklahoma A. and M. College had six semester hours credit requirement, whereas, the University of Oklahoma made the highest requirement, nine hours. The other colleges were four and six hours.

Several constructive suggestions were made for improvement of the programs of practice teaching. The Head of the laboratory school at East Central State College recommends that the minimum time the practice teacher devotes to practice teaching be two hours daily for a full semester, with one hour spent in the laboratory school, the other in the cooperating public school. This college also approved a minimum of eight hours practice teaching, instead of the six hours which is now required by this institution. An associate professor of the industrial arts education department at the Oklahoma A. and M. College proposed that student teachers spend one-half semester away from the college campus teaching industrial arts in a cooperating public school. Nine hours credit was suggested for this work. It was also proposed that funds be provided for a director of practice teaching who would supervise the entire practice teaching program. The Head of the industrial education department at the University of Oklahoma expressed the belief that practice teaching should be spread over two semesters rather than concentrated in the one semester.

One of the important steps in a student-teacher educational improvement program is to evaluate the results of student-teacher programs.

Each of the colleges included in this study was requested to submit its criteria for evaluation of its student-teachers. Copies of these criteria are presented in Appendix C of this report.

Interviews with the directors of the student-teacher programs in the four colleges revealed that all the colleges, except one, used the same criteria to evaluate the teaching of student-teachers in industrial arts as was used to evaluate the teaching in other areas of the curriculum. While most of the skills, techniques and other attributes that would result in good teaching in an academic area of the curriculum would contribute to successful teaching in the non-academic, i.e. industrial arts, it appears that there are other essential teaching skills which should be included in the criteria for evaluation of the teaching of industrial arts.

A good example of a teaching skill that applies particularly to industrial arts would be safety practices in the shop. Attention to this problem would not necessarily be of concern to the teacher of mathematics or English literature, but it is of great importance that the teacher of industrial arts develop safety attitudes and practices in his classes. Care of tools and good housekeeping are other learning products necessary in the industrial arts teacher education program. The criteria presented by the supervising teacher to evaluate the skills of practice teachers in industrial arts contain few provisions where consideration may be given to the teaching skills peculiar to this area of the curriculum.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

Conclusions in this study should be prefaced by an acknowledgment of its limited scope. No new discoveries are claimed in this study of the industrial arts student-teacher education program in Oklahoma. There are however, certain philosophies, conditions, and practices revealed in this study that verifies and supports other studies made in the same field.

To say that industrial arts teachers are guided by a common philosophy as to the place of this discipline in the educational program expresses no new concept. Industrial arts has been thought of as a part of the general education program for the last quarter century. However, this study does reveal that there are improved teaching practices in the implementation of this philosophy and that these improved teaching practices are becoming more general in our schools.

Conclusions. The four colleges included in this study of student-teacher education programs in industrial arts are more alike in their training programs than unlike. This condition certainly warrants a conclusion that they are guided large by a common philosophy in this area of the curriculum. Of course there are different practices made necessary by lack of uniformity in conditions and circumstances.

The four colleges were uniform in their requirements of senior classification for practice teaching. This common practice is desirable

for several reasons: the practice teacher has had a background of general education; he has had time to complete needed courses in education, psychology, and methods; he is more firmly oriented vocationally; and only a short time will lapse between his "practice" teaching and when he will make application of his teaching competencies in his own classroom.

The differences in additional prerequisites for practice teaching among the colleges were probably more formal than real. East Central State College required certain courses in education and a minimum of sixteen hours credit in industrial arts. Northeastern State College required twelve hours credit in industrial arts. It is quite probable that the colleges that make other additional prerequisites accomplished the same results in course requirements through a close, personal counseling program. There are always intangible forces that cannot be recorded in a questionnaire, i.e., sympathetic and understanding rapport between supervisor, teacher, and student.

The frequency of the teaching sessions of the practice teacher with his class were in general uniform among the colleges. Again, different conditions made some flexibility necessary in this requirement. There was real evidence that all the colleges placed the individual welfare of the student as more important than conformity to a fixed, static order of the program.

In respect to the frequency of conferences between supervisor and practice teacher, there was considerable variation in practice. Without doubt this condition was due to limited supervisory personnel. The practice at the University of Oklahoma of allowing one hour daily for conferences between supervisor and practice teacher should be very desirable.



This gives opportunity to correct errors in teaching practices before they become fixed or established habits. Then too, it will give the practice teacher more confidence in himself because his problems have been talked through with the supervisor. Whenever possible the supervisor should have enough released time from the teaching schedule to give adequate supervisory and consultation service to the practice teacher.

All of the colleges use cooperating public schools in the practice teaching program. This is a commendable practice because it gives more realistic experience than is found in the laboratory school. In most laboratory schools, the pupil personnel is not representative of a cross section of the public schools. This does not mean that there are not certain advantages in using a laboratory school for practice teaching. There are advantages, such as controlled conditions of teaching in reference to class size, supervision, experimental practices and attitudes, all of which prevail in the laboratory school more than in the public schools.

A weakness that seems to exist in a few instances was the absence of a close tie-up between the laboratory school and the cooperating school. When this condition is present, the practice teacher lacks the helpful counsel and supervision needed in an effective student-teacher education program.

Recommendations. The suggestion that a plan be devised whereby the practice teacher spends nine weeks off-campus in a cooperating school has great merit if proper supervisory service can be provided. The practice teacher under this plan would get the feel of real teaching



experiences and would be able to participate in the total school program. Successful teaching is more than doing a good job in the classroom. It involves learning services in all of the pupil's activities -- playgrounds, athletic fields, corridors, lunchrooms, assemblies, etc.

The four institutions were not uniform in requirements of the number of hours of practice teaching in industrial arts. The range was four to nine hours. When determining the number of hours of practice teaching that should be required several factors must be considered. Course requirements in any area mean less requirements in other areas when the total number of hours for graduation remain the same. The problem then becomes one of considering relative values of the different requirements in contributing to effective student-teacher education. The most desirable requirement in practice teaching probably lies between the two extremes reported and might well be set at six hours.

Data assembled by questionnaire, visitation, and personal interview all pointed to high professional interest of the industrial arts personnel in improvement of the student-teacher education program and an open mind in working for this improvement.

## APPENDICES

- A. A Selected Bibliography
- B. A Copy of Questionnaire Used in Study
- C. Copies of the Practice Teacher Evaluative Criteria  
Used by the Four Selected Colleges

## APPENDIX A

### A Selected Bibliography

## A SELECTED BIBLIOGRAPHY

- A1. Bennett, Charles A., History of Manual and Industrial Education 1870-1917, The Manual Arts Press, Peoria, Illinois, 1937, 566 pages.
- A2. Bennett, Charles A., History of Manual and Industrial Education Up to 1870, The Manual Arts Press, Peoria, Illinois, 1926, 461 pages.
- A3. Fryklund, Verne C., Industrial Arts Teaching Education in the United States, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1941, 126 pages.
- A4. Hardin, Robert A., "Our Evolving Philosophy of Industrial Arts", Industrial Arts and Vocational Education, Vol. 35, No. 5, (May 1950) pages 179-182, and No. 6, (June 1950), pages 223-226.
- A5. Hunt, DeWitt, Plan for Industrial Arts Education in Oklahoma, Unpublished Paper, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.
- A6. Lee, Andrew Inys, Practice Teaching Industrial Arts Teacher Education in Selected Oklahoma Colleges, Unpublished Masters Thesis, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1949, 79 pages.
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- A8. Wilber, Gordon O., Industrial Arts in General Education, International Textbook Company, Scranton, Pennsylvania, 1948, 362 pages.
- A9. Oklahoma State Department of Education, Industrial Arts in Oklahoma, Bulletin No. 105, Oklahoma City, Oklahoma, 129 pages.

APPENDIX B

A COPY OF QUESTIONNAIRE USED IN STUDY



A SURVEY OF INDUSTRIAL ARTS PRACTICE TEACHER EDUCATION  
IN SELECTED OKLAHOMA COLLEGES

Directions: Please fill in all blanks or check the answers to questions as they apply to INDUSTRIAL ARTS TEACHER EDUCATION in your college.

PART I

1. What is prerequisite to practice teaching INDUSTRIAL ARTS as to credit hours or classification. \_\_\_\_\_
2. Are methods of teaching courses taught the same time the student teacher is doing practice teaching. \_\_\_\_\_
3. Frequency of teaching sessions of practice teacher with pupils. \_\_\_\_\_
4. Frequency of student teacher sessions with supervisor teacher, and length of session. \_\_\_\_\_
5. Length of period practice teacher devotes to teaching industrial arts. \_\_\_\_\_
6. Where is practice teaching done?
  - a. The institution's laboratory school. \_\_\_\_\_
  - b. Cooperating public schools. \_\_\_\_\_
  - c. Both: Institution's laboratory school. \_\_\_\_\_
  - Cooperating public schools. \_\_\_\_\_
  - (Indicate the proportion of time devoted to each)
  - d. Other sources, where? \_\_\_\_\_
7. Minimum number of semester hours practice teaching in industrial arts. \_\_\_\_\_

## PART II

Please make recommendations of changes which you think would improve teacher training in industrial arts education. Include change in course, hours devoted to course, practice teaching program, coordination, or other features which you think will improve teacher training in Oklahoma colleges.

---

1. Change in course requirements:
2. Change in minimum number of semester hours of professional training for industrial arts teacher.
3. Change in practice teaching program:
  - a. Do you favor "block plan" to allow student teachers one-half day of uninterrupted time for observation and teaching?
  - b. Do you favor one hour period teaching and observation each school day?
4. Add any constructive comment that you wish to make about industrial arts practice teacher education.

APPENDIX C

COPIES OF THE PEACETIME TEACHER EVALUATIVE  
CRITERIA USED BY THE FOUR SELECTED COLLEGES

ESTIMATE OF TEACHER'S QUALIFICATIONS BASED  
UPON TRAINING SCHOOL RECORD

Northeastern State College

Name \_\_\_\_\_

Check each characteristic as follows: A, Distinctly above average; B, Above average; C, Average; D, Below average; E, Distinctly below average. If in doubt leave space blank.

	A	B	C	D	E		A	B	C	D	E
<u>Appearance</u>						<u>Ability to</u>					
<u>Attractive</u>						<u>Take Criticism</u>					
<u>Personality</u>						<u>Attention to</u>					
						<u>Physical Features</u>					
<u>Voice</u>						<u>Care of Materials</u>					
<u>Emotional</u>						<u>Preparation of</u>					
<u>Balance</u>						<u>Subject Matter</u>					
<u>Courtesy</u>						<u>Use of Illustra-</u>					
						<u>tive Materials</u>					
<u>Enthusiasm</u>						<u>Development of</u>					
						<u>Pupil Habits</u>					
<u>Forcefulness</u>						<u>and Attitudes</u>					
<u>Resourcefulness</u>						<u>Skill in Diagnosis</u>					
<u>Use of English</u>						<u>Stimulation of</u>					
						<u>Pupil Activity</u>					
<u>General Knowledge</u>						<u>Provision for Indi-</u>					
<u>Specific</u>						<u>vidual Differences</u>					
<u>Knowledge</u>						<u>Skill in</u>					
						<u>Measurement</u>					
<u>Cooperation</u>						<u>Ability to</u>					
<u>Ability in</u>						<u>Question</u>					
<u>Self Criticism</u>						<u>Ability to</u>					
						<u>Control</u>					

PERSONAL EVALUATION

Date \_\_\_\_\_ Signature of Training Teacher \_\_\_\_\_

## STUDENT TEACHER EVALUATION

East Central State College

Name of Student \_\_\_\_\_ Semester \_\_\_\_\_

Grade or Subject Taught \_\_\_\_\_ Crs. No. \_\_\_\_\_ S. Hrs. Credit \_\_\_\_\_

Check each characteristic as follows: A-Superior C-Average  
B-Good D-Poor F-Failure

CENTRAL CHARACTERISTICS	A	B	C	D	F
Cooperation _____					
Dependability _____					
Enthusiasm _____					
Initiative _____					
Scholarship _____					
Promise of Growth _____					
PERSONALITY					
Emotional Stability _____					
Appearance _____					
Vitality _____					
Sense of Humor _____					
Voice _____					
Sympathy and Tact _____					
CONTROL OF LEARNING ENVIRONMENT					
Discipline _____					
Handling of Routine _____					
Care for Physical Condition of Room _____					
Attention to Pupil Health and Safety _____					
Understanding of Student _____					
TEACHING SKILLS					
Ability to Secure and Hold Interest _____					
Planning and Preparation of Materials _____					
Motivation _____					
Conduct of Class Recitation _____					
Questioning _____					
Supervision of Study _____					
Organization and Control of Group Work _____					
Provision for Individual Differences _____					
Making Assignments _____					
Evaluation of Pupil Achievement _____					
Command of English _____					
Use of Varied Instructional Materials _____					
PROFESSIONAL ATTITUDE					
Professional Spirit _____					
Attitude Toward Children _____					
Ability in Self Criticism _____					
Ability to Accept Criticism _____					
Participation in Extra Curricular Activities _____					

Probable Success as a Teacher:

Grade \_\_\_\_\_ Supervisor \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_



SCORE CARD FOR EVALUATING PRACTICE TEACHING

Student Teacher

Date

Subject Taught

Grade

Superior	Good	Average	Unsatisfactory	
A	B	C	D	F
10--		6--		
9	8--7	5--4	3--2	1--0

46

I. TEACHER CHARACTERISTICS CONTRIBUTING TO GOOD TEACHING

A. Personal Equipment - Personality

1. Leadership - Initiative
2. Cooperation - Reliability
3. Appearance
4. Voice
5. Self Control
6. Poise - Self Confidence
7. Friendliness - Sympathy - Courtesy
8. Enthusiasm - Interest - Energy
9. Health - Physical Condition

Average

B. Professional Equipment

1. General Scholarship
2. Knowledge of Subject Field
3. Professional Growth and Interest
4. Command of English
5. Knowledge of Professional Literature

Average

II. TEACHER ACTIVITIES CONTRIBUTING TO GOOD TEACHING

A. General Classroom Techniques

1. Planning - Organization of Materials  
Preparation of Work
2. Management of Classroom Routine,  
Materials and Equipment (Housekeeping)
3. Performance of Special Assignments
4. Use of Records and Reports
5. Punctuality - Economic Use of Time

Average

B. Skill in Directing Pupil Activities

1. Assignment of Work (Pupil Participation)
2. Presentation - Instruction - Explanation
3. Motivation - Stimulation of Purposeful Activity
4. Distribution of Pupil Participation
5. Questions - Tests - Measurements
6. Reviews - Drills - Remedial Activities
7. Supervision of Study
8. Discipline

Average

III. CHILD GROWTH RESULTING FROM GOOD TEACHING

1. Acquiring Information - Mental Development  
Interpretation
2. Pupil Cooperation, Participation and Response
3. Development and Growth and Pupil Interest,  
Attitude and Appreciation
4. Development of Pupil Habits of Study
5. Use of Tools of Learning
6. Practical Use of Material and Fusion of Knowledge

Average

Average of all items

PROBABLE STRONG POINTS:

PROBABLE WEAKNESS:

GENERAL REMARKS OR EXPLANATIONS:

SIGNED: \_\_\_\_\_

SUPERVISOR



PRACTICE TEACHING IN INDUSTRIAL ARTS  
I.A.E. 413 and 423

RATING SHEET FOR DEMONSTRATION TEACHING

Oklahoma A. and M. College

Demonstrator \_\_\_\_\_ Date \_\_\_\_\_

Topic of Lesson \_\_\_\_\_

Directions:

All observers of demonstration teaching are asked to check each person observed on the points listed below.

Rate each item below: 1, for excellent; 2, for good work; 3, for work that should be made more effective; and 4, for work you consider poor. Your rating will be given the person giving the demonstration, so you are asked to help him as you would like for him to help you.

Teaching Procedures	Ratings			
	1	2	3	4
1. Was it clear that the instructor had determined just what he was going to teach?				
2. Was there sufficient evidence of advanced planning and preparation?				
3. Did the instructor display a thorough knowledge of the subject?				
4. Did the instructor create an interest to learn?				
5. Did the instructor have sufficient appreciation of the difficulties of the learner?				
6. Did the instructor use the teaching steps?				
7. Did he use methods in each teaching step suited to the lesson and the group?				
8. Did the instructor stay on his subject or did he scatter?				
9. Was the instructor's voice and language acceptable and clear?				
10. Did the instructor secure satisfactory class participation?				
11. In the final check-up, did the instructor make sure all understood the lesson by asking proper questions?				
12. On completion of the lesson, could the learners do the work unaided and did they possess the essential knowledge?				

## INTERVIEW EVALUATION SHEET

Oklahoma UniversityEstimate of Certain Characteristics Related to the Teaching  
Potentiality of Students Enrolling in EducationDepartment of Teacher Education, University  
Laboratory Schools, College of Education

Evaluate the candidate interviewed on the basis of the following items, making whatever additional comments are necessary to express with greater clarity your impressions. Check the adjective which, in your opinion, best describes the characteristic under consideration. Do not check any adjective unless it adequately states your impression or for which you do not possess sufficient evidence to support your decision.

Candidate \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_  
 School Address \_\_\_\_\_ Telephone \_\_\_\_\_  
 Home Address \_\_\_\_\_ Age \_\_\_\_\_ Teaching Experience \_\_\_\_\_  
 Interviewer \_\_\_\_\_ Date \_\_\_\_\_, 19\_\_\_\_

PERSONAL QUALIFICATIONSEVALUATION

## I. PHYSICAL

## A. General appearance

1. Appearance  
Defects

Striking	Attractive	Ordinary	Poor	Repulsive
None	Un-Notice.	Slightly Notice.	Quite Notice.	Pro-nounced

2. Bearing —  
Posture

Excel-lent	Good	Average	In-ferior	Sloughy

3. Grooming

Immacu-late	Good	Neat	Care-less	Untidy

4. Vitality

Vigorous	Strong	Fair	List-less	Weak

5. Maturity

Matured	Well-Developed	Maturing	Poorly Developed	In-mature

## B. Voice

Excel-lent	Pleas-ing	Ordinary	Weak	Unpleas-ant

## II. MENTAL AND EMOTIONAL

### A. General Intelligence

Brilliant	Good	Fair	Inferior	Dull
-----------	------	------	----------	------

### B. Judgment

Excellent	Sound	Ordinary	Erratic	Stupid
-----------	-------	----------	---------	--------

### C. Alertness

Marked	Good	Moderate	Sluggish	Dull
--------	------	----------	----------	------

### D. Disposition

Optimistic	Cheerful	Fair	Poor	Neurotic
------------	----------	------	------	----------

### E. Confidence

Excellent	Good	Sufficient	Uncertain	Hopeless
-----------	------	------------	-----------	----------

### F. Attitude—Criticism

### G. Poise

Excellent	Good	Fair	Weak	Flimsy
-----------	------	------	------	--------

### H. Aggressiveness

Balanced	Good	Moderate	Poor	Helpless
----------	------	----------	------	----------

### I. Special Abilities

## III. CULTURAL

### A. English Usage (Conversational)

Excellent	Few	Ordinary	Poor	Bad
-----------	-----	----------	------	-----

### B. Interest in People

Keen	Social	Passive	Withdrawn	Anti-social
------	--------	---------	-----------	-------------

### C. Breadth — Interests

Extensive	Broad	Moderate	Limited	Narrow
-----------	-------	----------	---------	--------

### D. Social Graces

Gracious	Courteous	Indifferent	Poor	Crude
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## IV. PROFESSIONAL

### A. Interest in Teaching

Enthusiastic	Strong	Moderate	Indifferent	Antagonistic
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### B. Related Experiences (Travel, Vocational)

Many	Several	Limited	Very few	None
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### C. Planning of Training Program

Excellent	Good	Sufficient	Poor	None
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### D. Comments



V. CHARACTER  
(Check only if absolutely sure)

Excel- lent	High	Con- forms	Weak	Un- stable
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VI. GENERAL IMPRESSION  
(Summary)

A. Physical

Excel- lent	Good	Ordinary	Poor	Objec- tional
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B. Mental --  
Emotional

Ex- ceed	Good	Fair	Poor	Un- stable
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C. Cultural

Excel- lent	Good	Fair	Poor	Shallow
----------------	------	------	------	---------

D. Professional

Excel- lent	Good	Fair	Poor	Unde- sirable
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E. Character

Excel- lent	High	Con- forms	Weak	Un- stable
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VII. CONCLUSION

As a potential teacher, this candidate shows promise of being (a) excellent, (b) good, (c) average, (d) poor, (e) extremely poor.

Strong points

Weak points

Comments

## VITA

Lawrence N. Reynolds  
Candidate for the degree of  
Master of Science

Report: A Study of Industrial Arts Student-Teacher Education Programs  
in Four Selected Oklahoma Colleges

Major: Industrial Arts Education

## Biographical:

Born: December 16, 1903, at Wyden, Arkansas

Undergraduate Study: East Central State College, Ada, Oklahoma,  
1925-1930

Graduate Study: Oklahoma Agricultural and Mechanical College,  
Stillwater, Oklahoma (summer terms)

Experiences: Taught school as grade principal in 1930. Junior  
high schools principal in 1932. Taught industrial  
arts 1933-38. National Youth Administration super-  
visor 1938-42. Worked one year as a Junior Mechanic  
at Tinker Field, Midwest City, Oklahoma. Have taught  
industrial arts in Ada Junior High School for eleven  
years. President, Oklahoma Industrial Arts Associa-  
tion, 1952-53.

Membership: Oklahoma Industrial Arts Association, American Indus-  
trial Arts Association, Oklahoma Educational Associa-  
tion, Parent-Teacher Association, Methodist Church,  
Pontotoc County Sportsmens Club Inc. (past-president),  
and the schoolmens organization known as the Red, Red  
Rose.

Date of final examination: July 1954

**REPORT TITLE:** A Study of Industrial Arts Student-Teacher Education  
Programs in Four Selected Oklahoma Colleges

**NAME OF AUTHOR:** Lawrence M. Reynolds

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**NAME OF THESIS:** Dorothy Mathins