

PROVIDING SUPPLEMENTARY LEARNING EXPERIENCES
FOR PROSPECTIVE TEACHERS THROUGH THE USE
OF A SPECIAL LABORATORY

By

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PREFACE

The purpose of this study was to discover ways of using a special home economics laboratory at Oklahoma Agricultural and Mechanical College in providing supplementary learning experiences for prospective teachers. For a period of four semesters, the writer, who was a graduate assistant, planned and executed activities in the laboratory on the basis of student needs and liabilities.

The study also included opinions and reactions of vocational homemaking teachers in the state of Oklahoma, concerning the pre-service training of prospective teachers.

The conclusions suggest ways an all-purpose classroom similar to a high school home economics laboratory could be used to stimulate prospective homemaking teachers in developing broader, more adaptable concepts of the function of education and of the skills needed in a rapidly changing social order.

Particular acknowledgement is given Dr. Millie V. Pearson, Professor of Home Economics Education, Oklahoma Agricultural and Mechanical College for her guidance, suggestions, and ideas which stimulated the thinking of the writer in organizing and developing the problem, and for her patience and kindness shown during the time the study was being conducted. Appreciation is also expressed to Miss Rowan Elliff, Associate Professor, Home Economics Education, Oklahoma Agricultural and Mechanical College for suggestions and assistance given for the improvement of the material assembled, and to M. D. Timberlake, A.I.A., Ponca City, Oklahoma, for his help in preparing

the floor plan for use in the study.

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CHAPTER I

TRENDS IN TEACHER EDUCATION

The rapidly changing social order in which we are living today is doing things to people. Everyone, young and old alike, is busy, consequently efficient educational processes are imperative. Time is at a premium and all learning must be planned so as to achieve the highest degree of knowledge with the least amount of time and energy expended. People are impatient and are living under high tensions. This makes them less tolerant of slow processes, more critical of old accepted standards and more demanding of the persons providing educational experiences. This rapid, high tension living is exemplified by the many time and labor saving materials and equipment found on the market in the form of food mixes, already prepared meals, materials which simplify clothing construction and care, household supplies, automatic appliances, synthetic fabrics and many others, too numerous to mention. One needs only to look around him to be conscious of many of the changes which have taken place recently.

With these facts apparent, the young teacher on the job, finding he has much to learn, develops a feeling of insecurity and lack of confidence. He realizes that the public tends to expect him to know "everything" and doubts his ability to keep well informed. Certainly, the teacher cannot hope to accurately predict the future, yet he is obligated to help prepare students for life in that future. Then, is it any wonder that many teachers are among the tense, insecure and

somewhat discontented individuals?

If all this is true then educators and particularly teacher educators need to review the curriculum planned and to ask such questions as:

Is the content of course work functional?

Are the learning experiences provided students practical?

Are the processes used in special areas taught effectively?

Are the teaching procedures used efficiently?

What type of teacher education will best meet present day needs?

Teacher education dates back probably as far as education itself.

People who taught the young were trained by their elders even in Biblical times. Since the beginning of man, teachers were educated but not in the same manner as they are educated today. The greatest change has taken place during the twentieth century.

Special training for teachers in America was first recognized in 1923 with the establishment of the normal school.¹ By 1890 there were ninety-two such institutions but only a few required graduation from high school as a prerequisite. Monroe says 1890 was the beginning of "a period of relatively mature thinking and doing" in education. The chief trends in teacher education prior to 1907 were a growing recognition of professional training for high school teachers and standardization of professional preparation. Much controversy over professional preparation of teachers arose between 1907 and 1933.²

¹Stuart G. Noble, A History of American Education, (New York, 1938), p. 294.

²Walter S. Monroe, Teaching-Learning Theory and Teacher Education, (Urbana, Ill., 1952).

The National Survey of the Education of Teachers made by the United States Office of Education was published in 1933. The next year the yearbook committee of the National Society of College Teachers of Education criticized this report for lack of attention given to evaluating programs of teacher education.³ Monroe felt the criticism was significant and made this point:

It suggests a general principle relative to the definition of the purposes of teacher education namely, the starting point should be a consideration of the purposes of our schools, elementary and secondary. This principle . . . stands in contrast to the approach through studying teachers as they are, which characterized the thinking of the preceding period and dominated the deliberations of those who planned the national survey.⁴

Prior to 1938, leading teacher educators pointed up the need for revision and re-statement of the objectives of teacher education.

Since that time much attention has been given to the aims and practices in this field as is indicated by the numerous publications.

Recent trends in teacher education are summarized in Monroe's statement regarding changed emphases since 1933.

. . . increasing attention has been given to the evolving programs of our schools and it has become increasingly clear that 'teaching' certain conventional subjects is becoming less and less descriptive of the service a teacher is called upon to render. . . . Instead of 'teaching' certain subjects the teacher is asked to stimulate and guide learning in certain areas. Second; the teacher is expected to contribute to the improvement of the program of the school by participating in curriculum revision and in other ways. He is expected to work with the community agencies and organizations. Thus from the point of view of purposes, teacher education is undergoing a revolutionary change.

Although only fragmentary data are available relative to the current (1950) status of teacher-education practice, it is clear that during the period since the National Survey there have been significant changes in the preparation of teachers for our schools. Possibly

³National Survey of the Education of Teachers, (U.S. Office of Education, 1933), No. 10.

⁴Monroe, op. cit., p. 242.

more significant than these changes is the widespread interest in the improvement of teacher education. The various commissions, councils, and committees currently studying teacher education and promoting developments in practice should result in significant changes in the coming years.⁵

Making use of what is known about human growth and development has led to the acceptance of some newer concepts of learning. Educators have come to realize

1. the importance of making the school environment a stimulating example,
2. the need for recognizing the pupil's interests in planning and effecting learning experiences,
3. that such characteristics as openmindedness and clear thinking can be acquired,
4. that democratic classroom procedures lead to more effective learning,
5. that continual evaluation is necessary in effective learning, and
6. that pupils, teachers, and the general public should participate in this evaluation.

Professional education courses are also taking current trends in society into account. Teacher educators agree that students should have opportunities to investigate the work of the school and the responsibilities of teachers prior to starting their preparation, and that they must have some practice before becoming teachers. They also agree that the student should have an opportunity to learn what the school is like, what prospective pupils are like and that he should be inducted gradually into the job of teaching. Since 1935 much emphasis has been placed on the meaning of democracy as it applies to teaching, upon student participation in the planning of learning

⁵Monroe, op. cit., pp. 256, 362.

experiences, and practice in the use of teaching procedures and techniques which promote collective thinking and cooperative action.

Some of the trends in teaching procedures being emphasized today are:

1. Recognition of the importance of the whole individual; his physical, mental, and emotional growth and development.
2. The development of habits and attitudes.
3. Encouragement of students to participate in planning and evaluating their own learning experiences.
4. Provision for individual differences.
5. The promotion of collective thinking and cooperative action.
6. Making available a variety of teaching and study materials.
7. Encouragement of creativeness through individual pupil expression.
8. Inclusion of counseling and guidance as a part of instruction.
9. Selection of content to meet the present needs of pupils as well as those which they will need as older youth and adults in a democratic society.

Institutions for teacher education are becoming increasingly concerned with providing learning experiences and facilities which enable students to plan and try out activities similar to those they expect to have when they go out into the field to teach. Home economics educators at Oklahoma Agricultural and Mechanical College realized this need and have prepared a laboratory with facilities similar to those found in public schools. Prospective teachers are encouraged to plan and carry on out-of-class experiences in this laboratory, thereby becoming more familiar with school equipment and teaching procedures. Efforts are made to interest college students in many types of supplementary learning experiences beginning as

early as the freshman year, particularly encouraging those who have chosen teaching as a career. Supplementary learning experiences in teacher education, to be of maximum value, must be closely related to the courses taught and as carefully planned as formal class work. They are referred to here as professional laboratory experiences.

"Professional laboratory experiences" is a fairly new phrase resulting from the combination of the words "direct experiences" meaning a certain number of hours of practice teaching, "professional education" meaning practical lectures on running a school, and "laboratory" which still carries the connotation of scientific experimentation. Actually the learning activities carried on in this type of laboratory are only a small portion of the total preparatory experiences of the prospective teacher. A committee of the American Association of Colleges for Teacher Education defined professional laboratory experiences as follows:

Professional laboratory experiences include all those contacts with children, youth, and adults (through observation, participation and teaching) which make a direct contribution to the understanding of individuals and their guidance in the teaching-learning process.⁶

As a result of the work of this committee, the major aspects described in the evaluative standard dealing with the "Training School and Student Teaching," are:

1. the place of professional laboratory experiences in the college curriculum,
2. the nature of professional laboratory experiences,
3. the assignment and length of laboratory experiences,
4. the guidance of professional laboratory experiences,

⁶American Association of Teachers Colleges, School and Community Laboratory Experiences in Teacher Education, (Oneonta, N.Y., 1948), p. 7.

5. the guidance of professional laboratory experiences as a cooperative responsibility, and
6. facilities needed to implement the program of professional laboratory experiences.⁷

The current trend in teacher education is to incorporate within the undergraduate training of prospective teachers many learning experiences with children of different age levels, with youth, and adults in solving home, family and community problems, throughout their preparation period. Such learning experiences are advocated as necessary in all phases of the prospective teacher's preparation, that which makes up the general education background of their preparation, and the subject matter courses in their major field of interest, as well as that portion labeled professional teacher education.

With the development of this new trend in teacher education, a widening of the concept of professional laboratory experiences began to emerge. To some it meant providing more opportunities for students to have contacts with the community, to others it meant providing opportunities for work in the schools before the student teaching, and in some institutions it meant an expanded student teaching program, while in a few it meant not only these but the addition of experiences following student teaching.

At a Leadership Training Conference for the American Association of Colleges for Teacher Education a group of representatives from several teacher-training institutions tried to put into words their concept of professional laboratory experiences. They produced the following statement:

⁷Dorothy M. McGeoch, Direct Experiences in Teacher Education, (Teachers College, Columbia University, N.Y., 1953) p. 2.

A professional laboratory experience has the following characteristics:

1. it is a guided experience which makes a direct contribution to the student's understanding of individuals and competence in their guidance in teaching-learning situations.
2. it requires the student's involvement in active interaction with children, youth or adults.
3. it provides opportunities for the student in terms of his level of readiness, to participate in representative activities of the teacher.⁸

Laboratory experiences such as these and characterized by these statements will differ for the individual student. The student's growth has a direct bearing on the kind and amount of activity and the meaning which learning experiences hold for him, and in turn they are directly related to his purposes and his background of experience. For the students to obtain the needed laboratory experiences, they should be planned cooperatively by them and their advisers. Only then can such experiences provide for expanding purposes and participation in a wide range of educational activities.

The descriptions presented particularly refer to the learning experiences prospective teachers have which are directly related to student teaching. This study, however, deals with the possibilities and opportunities which can be provided through additional learning experiences which precede, parallel and/or follow student teaching. Such experiences are in effect specific preparation for student teaching and provide opportunities for strengthening weaknesses found while student teaching. In this sense, the term "professional laboratory experiences" as used here carries an additional connotation, that of supplementary learning experiences which tend to correlate content

⁸Leadership Training Conference for A.A.C.T.E. Workshops, (Illinois State Normal University, April, 1950).

with professional skills.

For a number of years teacher educators in home economics at Oklahoma Agricultural and Mechanical College have emphasized the development of the thinking process and the application of the democratic ideal to learning experiences provided. Throughout all professional teacher education courses in home economics the terms, "the development of the thinking process" and "the learning process" are used synonymously. Professional courses repeatedly describe classroom situations based upon the application of democratic ideals as providing the best opportunity for the development of the thinking process.

Out of experimentation that has gone on, the following criteria for evaluating classroom procedures were developed.

At Oklahoma Agricultural and Mechanical College, the staff in teacher education believe that learning experiences which promote optimal democratic growth on the part of individuals have specific and recognizable characteristics. . . . They never appear singly in well-planned learning situations; rather, they should be considered together as descriptive characteristics of a unified learning experience. They are sufficiently distinct in interaction, however, to be separated for the purpose of description and exploration. . . .⁹

Detailed explanations of the learning situations referred to have been described in numerous releases. Probably the clearest of these is found in an unpublished mimeographed statement which has been widely distributed among educators, college students and laymen. Such learning experiences provide students with the opportunity;

1. To participate in the planning of their class goals, course content and general procedures to be used.
2. To continuously select and weigh values in goods, service, and conduct.

⁹Millie Pearson, "Democratic Procedures in High School and College Teaching," Educational Administration and Supervision, XXIX (February, 1943), p. 88.

3. To continuously choose alternative courses of action when solving problems.
4. To participate in and contribute to collective thinking and group action.
5. To carry on individual and group investigation and experimentation both in school and out.
6. To express individual ideas through chosen media for self-educative purposes with continuous encouragement to reach conclusions.
7. To evaluate personal and group progress and the results of action.
8. To use evaluations made as guides to further planning.
9. To continue (extend) classwork beyond the boundaries of the school.

We in the Department of Home Economics Education at Oklahoma Agricultural and Mechanical College not only have proposed these criteria for democratic learning situations, but we have been trying them out for a number of years.¹⁰

Emphasis in this study is upon the provision of opportunities; for student investigation and experimentation, for developing creativeness and self-expression through educative pursuits, for self-evaluation of individual and group progress toward planned objectives, for using evaluations of progress made in further planning and for extending class work beyond the boundaries of the classroom.

Many teacher educators believe that the professional preparation of teachers should include not only much specific information about the learning process, methods of presentation, curriculum planning and the evaluation of student growth, but should also provide many informal opportunities for students to continue their learning in the area of specialization. Such opportunities with their re-emphasis upon content enable prospective home economics teachers to recognize gaps in their earlier training and stimulate increased effort in the development

¹⁰Millie V. Pearson, Democratic Procedures in High School and College Teaching (Unpublished Mimeographed Material, Lecture, American Vocational Association, 1942)

of homemaking and teaching skills.

The Division of Home Economics at Oklahoma Agricultural and Mechanical College, in an effort to provide opportunities for prospective teachers to bridge the recognized gaps in their earlier training, included a special laboratory for this purpose in their building plans. Here they hoped to provide opportunities for students to continue their learning experiences beyond the walls of their regular classes.

Learning experiences which exemplify characteristics cited cannot be carried on in formal lecture rooms. Carefully planned spaces, facilities and equipment must be provided. Evidence that Oklahoma Agricultural and Mechanical College recognized this is found in the following statement.

Schools interested in promoting student investigation and experimentation cannot do so without making specific preparation. The school will have to do more than provide the usual library and laboratory facilities; it will need to provide small rooms other than classrooms where students can go to read and to discuss problems; to free laboratories where students can explore at any time; and to employ faculty members who have a vision of the possibilities of free exploration and experimentation and who are capable of guiding and advising students in such pursuits.¹¹

This laboratory is similar to that advocated for and used by most high school home economics departments in the state. It provides sufficient space and equipment for prospective teachers to learn and practice both homemaking and teaching skills; thereby enabling them to develop more self confidence before going out to be teachers. The room is approximately $64\frac{1}{2}$ ft. by 23 ft. It has a living room area

¹¹Millie V. Pearson, "Democratic Procedures in High School and College Teaching," Educational Administration and Supervision, XXIX (February, 1943), p. 90.

with a corner for fitting clothing, a large all-purpose work room, two unit kitchens, and a utility room. Library and teaching materials, and supplies typical of those recommended for secondary school homemaking departments as well as selected references and teaching materials for teacher education are available for student use under supervision.

Because this all-purpose laboratory is new in the training of teachers, its use needed careful study and planning. "Providing Supplementary Learning Experiences for Prospective Teachers Through the Use of a Special Laboratory" was selected as the title for this study, the purpose of which is to study ways an all-purpose classroom similar to a high school home economics laboratory could be used to stimulate prospective homemaking teachers in developing broader, more adaptable concepts of the function of education in a rapidly changing social order.

CHAPTER II

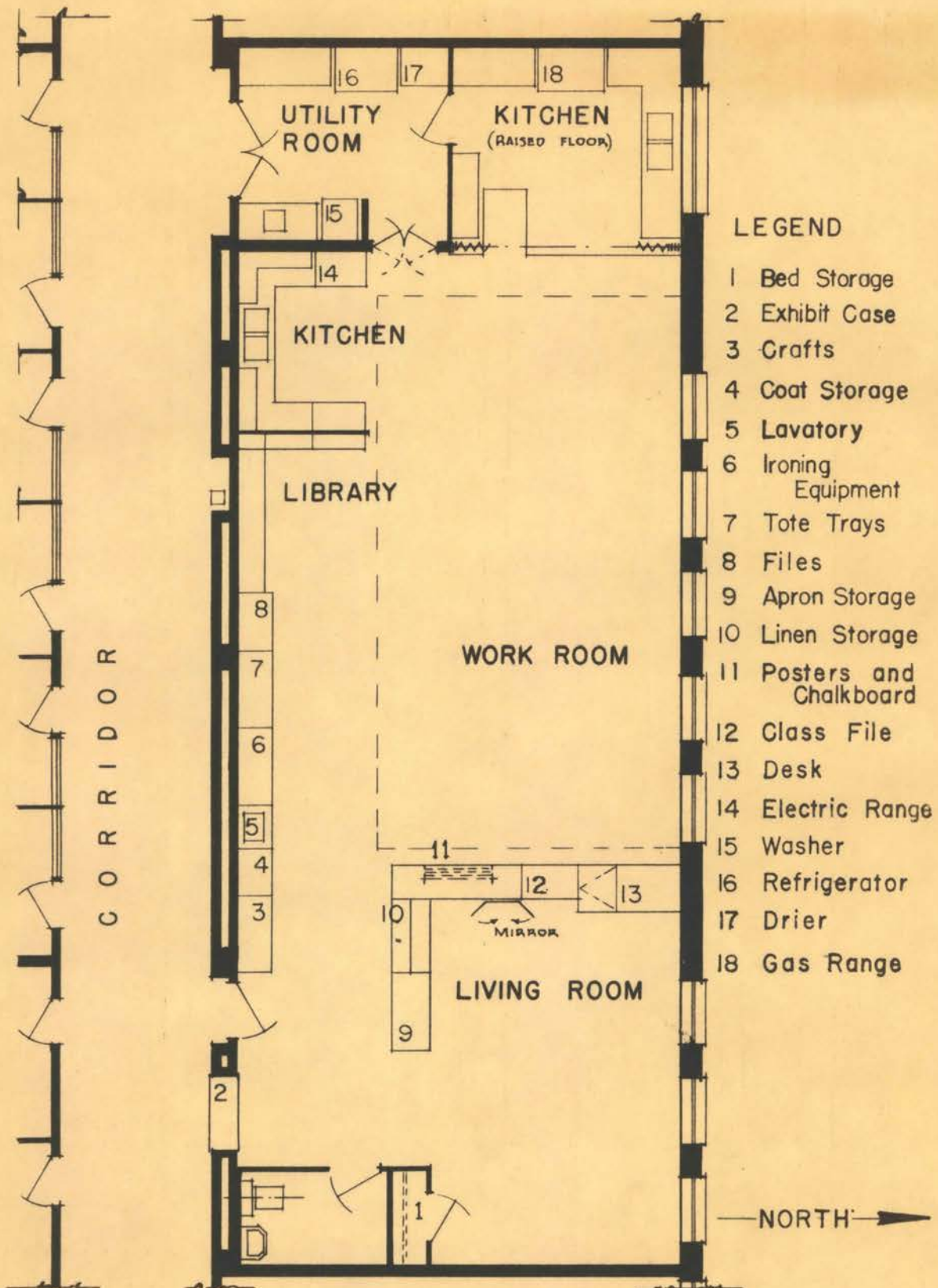
A DESCRIPTION OF THE PROBLEM

One of the major objectives of teacher education universally recognized is the necessity for correlation and/or integration of learning experiences in content courses with procedures advocated in professional teacher education courses. Some institutions accomplish this in one way and some in other ways. The most common method is the employment of teacher educator specialists who also are well prepared in subject matter and are experienced teachers for the age levels for which prospective teachers are trained. Oklahoma Agricultural and Mechanical College employs teacher educators who are well prepared in home economics and are experienced teachers, as well as consultants in the specialized subject matter areas who give help upon request.

Home economists in general believe that subject matter training plus professional teacher education courses and their in-class learning experiences are not sufficient preparation for the teaching profession. They believe that four years of strictly "in-class" training must be supplemented by some out-of-class experiences, preferably under supervision, for prospective teachers to acquire a more complete background of professional training. For this reason a teacher education laboratory was included in the building plans for home economics at the Oklahoma Agricultural and Mechanical College. Reference has been made previously to the facilities found in this laboratory. The floor plan of the laboratory is presented on the following page and

HOME ECONOMICS EDUCATION LABORATORY

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE



shows the type of homemaking education workroom generally used in the high schools of Oklahoma. Not all of the schools follow this arrangement but the majority have similar working spaces.

All new things need careful study and since this type of laboratory is new in the training of teachers its use needed careful study of the possibilities for student learning and was undertaken as a basis for planning. The purpose of this thesis is to study and suggest ways of using this laboratory, which is similar to a high school home economics department, in providing out-of-class experiences for college students which, due to the time element, could not be included in regular class activities.

A detailed plan of the procedures to follow in studying the needs of students and ways the teacher education laboratory could be used in meeting these needs was made. The writer, who was a graduate assistant, and her adviser were allowed time on their schedules for obtaining and arranging teaching materials available, and for planning and supervising student use of this laboratory. Activities recognized as having a direct bearing upon this study were:

1. Obtaining materials to help prospective teachers as students, as persons, and as teachers.
2. Organizing and filing materials, calling attention to their value and use.
3. Observing students in professional teacher education courses for evidences and expressions of help needed.
4. Keeping records of requests for help made by students as guides for learning opportunities to be planned.
5. Studying lists of personal assets and liabilities reported

by students as a part of their work in teacher education courses.

6. Obtaining information regarding needs of prospective teachers through personal interviews with students, subject matter instructors, teacher educators, high school teachers, student teachers, state department of education representatives, and others.
7. Obtaining information regarding gaps in the pre-service preparation of experienced teachers through the use of a questionnaire.
8. Interpreting and analyzing answers made by experienced teachers to a questionnaire regarding their pre-service training.
9. Using information from sources indicated to plan and carry on supplementary learning experiences for college students preparing to be teachers.
10. Keeping records of learning experiences provided, attendance, and general reactions of students and staff members concerned.
11. Making detailed reports of selected learning experiences provided.
12. Summarizing information gained from students and staff members regarding the values of the experiences provided and formulating suggestions for future learning experiences.

The writer hoped to gain sufficient information from the activities listed to enable her to formulate suggestions for the continued use and study of the teacher education laboratory. This information would not only help students bridge the gaps in their training by going beyond class work but also would help teacher educators encourage

students to be aware of the possibilities of out-of-class experiences. The students would acquire basic understandings and values and become aware of the need of having "quality" rather than "quantity" in the number of college hours. These activities, if thought of as procedures for collecting data, would help prove the hypothesis that students would broaden their training if given the place, the equipment and the supervision which could be provided by such a laboratory.

CHAPTER III

LEARNING EXPERIENCES NEEDED BY PROSPECTIVE HOMEMAKING TEACHERS

Many social and educational problems, because of their nature, are never completely solved. They are always in a state of change, where new data continuously necessitate revisions in the procedures and techniques used. But, the basic idea remains fairly constant. This thesis is of that type; actually it does not propose to solve a problem but to collect information and suggest ways in which a problem may be attacked. Before you can get at needs of any group, one has to understand the environment. The ultimate goal of this study was that of locating ways and means of meeting the needs of prospective home economics teachers through the use of a teacher education laboratory. While still looking for needs, testing started in the form of stimulation and encouragement; hence materials believed to be helpful were provided before any formal data about needs was obtained. Since attention has already been called to the procedures used in collecting the data, the information obtained over a three semester period will be presented in the order referred to earlier.

Materials to help prospective teachers were obtained in various ways. The home economics education department was on the mailing list of many professional and educational companies as well as having subscriptions to professional and homemaking magazines which were received regularly. Many free materials were written for, including such things as illustrative materials, sample products and equipment, posters,

charts, bulletins, reprints, books and others too numerous to mention. Some were the free distributions of book companies, some of educational departments and agencies and some of commercial concerns who had educational as well as advertising materials which were helpful as teaching aids. The staff contributed many of their books, magazines, and personal illustrative material. Other pieces of illustrative material were obtained by temporary loans from staff, students and commercial concerns, while still others were made by staff members from supplies purchased by the department. Students also made pieces of illustrative material and left them for departmental use.

In the teacher education laboratory materials, supplies and equipment were made available at all times for individual student practice, for use in special group meetings and class functions, and for carrying out assignments. Special exhibits, demonstrations and classes were planned, calling attention to teaching materials, methods, and procedures. The process of supplementing formal class work with out-of-class learning experiences was not new at Oklahoma Agricultural and Mechanical College but special emphasis is now being given it since space for this purpose has been provided. The teacher education laboratory not only provides a place for making, studying and using teaching materials but also for building and storing these materials. Magazines for cutting and materials for distribution were made available to students for use in all classes.

Current materials were filed, labeled and cabinets left open for easy accessibility. Class groups and individuals were shown the facilities available and encouraged to make use of them. Staff members in home economics education were familiar with the laboratory and

frequently assisted students in the use of facilities. Assignments were made requiring the use of the laboratory in such home economics education classes as Methods of Teaching Home Economics, Philosophy of Home Economics Education, Practice Teaching in Home Economics, Methods of Teaching Homemaking for Adults, Principles and Practices in Demonstration, and Household Administration. Many students other than home economics majors as well as those in departments other than home economics education made use of the opportunities to attend special demonstrations and practice periods held in the laboratory.

In obtaining information through observation, the writer audited classes in Methods of Teaching Home Economics and Philosophy of Home Economics Education for one semester, planned special activities another semester with students in other sections of the same classes, and for a period of four semesters made occasional visits to other home economics education classes. The questions asked by students in the methods classes indicated individual and group needs other than those satisfied by the in-class experiences observed. Some of the requests for help arose as incidental expressions in class discussion, some came as personal requests for individual help, some came from casual conversations in the classroom, hall and at informal meetings, while others were expressed in class discussions as definite pre-teaching needs.

Notations were kept of the types of requests for help received and given. It was not a formal record nor was it a true anecdotal record, but mere notations on a pad. Both the graduate assistant and her adviser kept these notations, making no attempt to keep them individually, instead pooling the information obtained. Many types

of requests were received. During one semester student requests for illustrative materials were received for use in classes such as Principles and Practices in Demonstrations, Family Consumer Problems, and household arts courses as well as the regular teacher education courses. Other persons asked for information regarding school and home equipment, and people in the field asked for help on departmental plans and arrangements. Individual help was given on crafts to students enrolled in home economics education courses as well as to those in other areas. Some asked for the use of the space and help in making illustrative material. Pictures and materials for making posters and exhibits were made available and were used by many students, and assistance was given in planning and arranging bulletin boards and exhibits. Demonstrations were given to various groups and will be cited in more detail later. Assistance was given regularly in locating reference materials for all students. It was noted once a student became familiar with the facilities and purposes of the laboratory, she came repeatedly to make use of its possibilities.

Students in the methods classes are usually asked early in the semester to list their own personal assets and liabilities as a means of determining class objectives and out-of-class learning experiences. The writer had access to these sections and from them could determine where the emphasis needed to be placed in providing additional learning experiences in out-of-class activities. The lists followed a pattern of similarity, in that, over the three successive semesters studied the groups mentioned practically the same liabilities, only in differing numbers. Since all needs cited by the three groups of

students observed were so much alike only one combined list is compiled in Table I to show the trend of liabilities recognized.

TABLE I
Personal Liabilities Recognized by 33 Prospective Teachers

Order of Frequency	Types of Statements Made	Number of Times Reported
A. Clothing and Textiles		
1	Care and repair of Machines	26
2	Use of Machine attachments	18
3	Knowledge of textiles	6
4	Tailoring	4
5	Clothing renovation	3
6	Bound buttonholes	2
7	Altering patterns	2
8	Clothing storage	2
9	Sequence of difficulty in clothing	1
10	Handwork on garments	1
11	Putting in zippers	1
	Total	<u>66</u>
B. Crafts and Hobbies		
1	Crochet	15
2	Knit	13
3	Crafts in general	11
4	Textile painting	7
5	Embroidery	6
6	Tatting	6
7	Basketry	4
8	Ceramics	4
9	Making Christmas Cards	3
10	Lamp and lamp shade making	3
11	Aluminum etching	2
12	Clothing accessories	2
	Total	<u>76</u>
C. Family Economics and Home Management		
1	Money management	5
2	Time management	3
3	Household economics	2
4	Budgeting	2
5	Household management	2
	Total	<u>14</u>

TABLE I (Cont'd)

Personal Liabilities Recognized by 33 Prospective Teachers

Order of Frequency	Types of Statements Made	Number of Times Reported
D. Family Relations and Child Development		
1	Child Care	5
2	Teen age relationships	2
3	Family relations	2
	Total	<u>9</u>
E. Foods and Nutrition		
1	Meal planning and table service	9
2	Meat Cookery	6
3	Freezing	6
4	Basic Nutrition	5
5	Quantity cookery	3
6	Canning	3
7	Basic cookery methods	3
8	Yeast breads	3
9	Carving	2
	Total	<u>40</u>
F. Household Equipment		
1	Repair of electric cords	14
2	Care and repair of equipment	10
3	Selection of equipment	4
4	Demonstrate equipment	1
	Total	<u>29</u>
G. Housing and Interior Decoration		
1	Table decorations	11
2	Flower arrangements	6
3	Furniture renovation	5
4	Furniture care and arrangement	4
5	Upholstering	4
6	Curtain making	3
7	Slip covering	1
8	Room decoration	1
	Total	<u>35</u>
H. Miscellaneous		
1	Club work and F.H.A.	7
2	Demonstrations	5
3	Filing illustrative material	3
4	Party planning	2
5	Leadership	2
6	Bulletin Boards and Exhibits	2

TABLE I (Cont'd)

Personal Liabilities Recognized by 33 Prospective Teachers

Order of Frequency	Types of Statements Made	Number of Times Reported
H. Miscellaneous (Cont'd)		
7	School records	1
8	Lighting	1
9	Artistic ability	1
	Total	<u>24</u>
I. Other Homemaking Skills		
1	Spot removal	11
2	Landscaping	6
3	Grooming	3
4	Home Nursing	2
5	First Aid	2
6	Laundry	2
7	Posture	1
8	Dying garments	1
	Total	<u>28</u>
J. Professional Education Helps		
1	Lesson and Curriculum planning	24
2	Methods of presentation	4
3	Texts and reference materials	4
4	Student evaluation	2
5	Discipline	2
6	Duties of Vocational Teachers	1
	Total	<u>37</u>

From lists of this type the over-all plans for a practice laboratory were determined. By studying the liabilities and evaluating as to importance and majority need, detailed plans were developed for providing these experiences, plus the opportunity for individual practice with supervision as needed. Role playing, demonstrations, exhibits and informal practice periods were planned and carried on during the time previously mentioned to help these prospective teachers reduce the number of personal liabilities.

CHAPTER IV

GAPS IN PRESERVICE TRAINING OF EXPERIENCED TEACHERS

Up to this point in the study the information gained and contacts made had been informal. Effort was made only to get general attitudes and reactions to the possibilities of improving personal abilities through individual and group planning of out-of-class experiences. Many students, and staff as well, had not realized the many advantages in providing supplementary learning experiences on the basis of individual needs. It was believed that information was needed from people in the field who had had experiences similar to those contemplated by prospective teachers and who better realized where gaps in teacher education might exist.

A very simple questionnaire was formulated in an attempt to obtain information regarding the pre-service training and teaching experiences of vocational homemaking teachers in home economics subject matter areas. The seven questions asked included:

1. What fundamental homemaking processes did you find you had to learn or relearn prior to presenting them to your classes at the beginning of your teaching career?
2. What processes, if any, did you find you had to learn to simplify in order to show high school students how to accomplish them?
3. What pieces of equipment did you have to learn to use or care for after going on the job?
4. What special homemaking skills and crafts were you called upon to demonstrate or give advice regarding, by adults or out-of-school youth?

5. What specific homemaking skills or crafts did you have to learn or relearn to meet the needs of adults and out-of-school youth?
6. What other homemaking skills or crafts do you believe it would be an advantage for a beginning teacher to know?
7. How many years have you taught homemaking?

These questions with a letter of explanation were sent to two hundred seventy-three Oklahoma Vocational Home Economics teachers.¹ Eighty-two of the two hundred seventy-three replied.

The answers received were stated in different forms. Some were very briefly stated, some were rather long and complicated, while some had a letter written on the back of the questionnaire. Some commented on their past experiences and gave reasons for their answers. Others were very complimentary and encouraged more study in the field. In some of the letters that were written, needs for learning experiences for prospective teachers were cited in professional areas as well as in subject matter areas.

Each returned questionnaire was carefully read. The answers to each question were studied, the statements made were briefed and grouped according to the major areas referred to, and were tabulated according to frequency. Answers to each question are presented in a separate table.

The replies to the first question are found in Table II, page 27. When answers to this question, referring to homemaking processes learned and re-learned on the job were tabulated, it was found that some replies existed in each of the major areas of homemaking. Some comments were very specific, some quite general in nature, but none

¹See Questionnaire, Appendix, page 60

were reported in unusually large numbers. This great variety of answers seems to indicate the need for facilities and opportunities for students to learn homemaking skills on their own time through out-of-class learning experiences.

TABLE II

Fundamental Homemaking Processes Learned or Re-Learned by
82 Reimbursed Oklahoma Teachers Prior
to Meeting Classes

Order of Frequency	Types of Answers Made	Number of Times Reported
A. Clothing and Textiles		
1	Mechanics and use of different types of sewing machines	12
2	Tailoring	7
3	Fundamental sewing processes	5
4	Pattern alterations and fitting	3
5	Making buttonholes	3
6	Cutting difficult materials & designs	1
7	Measurement techniques	1
	Total	<u>32</u>
B. Crafts and Hobbies		
1	Crafts in general	1
2	Embroidery	1
	Total	<u>2</u>
C. Family Economics and Home Management		
1	Budgeting the family income	1
2	Selection of insurance	1
3	Consumer buying	1
	Total	<u>3</u>
D. Family Relations and Child Development		
1	Child Care	3
	Total	<u>3</u>

TABLE II (Cont'd)

Fundamental Homemaking Processes Learned or Re-Learned by
82 Reimbursed Oklahoma Teachers Prior
to Meeting Classes

Order of Frequency	Types of Answers Made	Number of Times Reported
E. Foods and Nutrition		
1	Elementary rules and standards of food preparation	18
2	Basic preparation for quantity cookery	3
3	Meat cookery	3
4	How to serve a meal	2
5	Dressing poultry	2
6	Food preservation	<u>1</u>
Total		29
F. Household Equipment		
1	Deep freeze	4
2	Appliances in general	2
3	Laundry	<u>1</u>
Total		7
G. Housing and Interior Decoration		
1	Furniture renovation	6
2	Application of fundamental art principles	5
3	Curtain making	<u>2</u>
Total		13
H. Other Homemaking Skills		
1	Home nursing and first aid	4
2	Grooming	1
3	Stain removal	<u>1</u>
Total		6
I. Miscellaneous		
1	Poster making	<u>1</u>
Total		1
J. Other comments		
1	Thorough beginning for every phase	3
2	Too high expectations	3
3	Too many to list	2
4	Several, not able to recall	<u>2</u>
Total		10

Since scheduled class time does not allow for sufficient practice to develop skill, it substantiates the belief of the Home Economics Education Department of the need for a teacher education laboratory where students can, with the guidance of trained help and the encouragement of regular instructors, work and practice until they have developed skills. They can learn new and varied processes and practice until they have acquired the new skill desired. The answers of the experienced teachers are similar to the lists of liabilities given by the prospective teachers already cited in that they both have mentioned the same types of skills needed, and have mentioned each of the major areas of home economics, as well as a few in general crafts and professional education. One difference in the two replies is that the prospective teachers seem to feel the need of more help in planning and method of presentation than was realized by the teachers on the job.

Teachers have long known that many of the processes learned at the college level had to be simplified and entirely different kinds of instruction sheets worked out in order to have them understood by junior and senior high students. The problems in many processes are presented in an entirely different manner when taught to youth in one-hour periods. The instruction presented at the college level is not in simple enough form for high school students. College methods sometimes combine two simple processes in one. This cannot always be accomplished by younger students. The information found in Table III, page 30, is similar to that in Table II in that some items in each area of home economics subject matter were reported as needing simplification. It is believed that if this type of information were known

by teacher trainers it would result in more help in professional education courses or methods classes in developing homemaking skills.

TABLE III

Homemaking Processes Simplified Before Being Presented
to High School Students

Order of Frequency	Types of answers made by 82 Oklahoma Reimbursed Homemaking Teachers	Number of Times Reported
A. Clothing and Textiles		
1	Clothing construction processes	22
2	Putting in zippers	8
3	Use of pattern guide sheet	3
4	Bound buttonholes	3
5	Tailoring	2
6	Gathered skirts	1
7	Putting on collars	1
8	Altering patterns	1
Total		41
B. Family Economics and Home Management		
1	Housekeeping skills	3
2	Time management	2
Total		5
C. Family Relations and Child Development		
1	Child care	1
2	Family Relations	1
Total		2
D. Foods and Nutrition		
1	Nutritional facts pertaining to foods	14
2	Recipes	2
3	Mixing cakes	1
4	Whipping evaporated milk	1
5	Table setting and serving	1
Total		19
E. Household Equipment		
1	Use and care of equipment	2
Total		2
F. Housing and Interior Decoration		
1	Home decoration processes for youth	3
Total		3

TABLE III (Cont'd)

Homemaking Processes Simplified Before Being Presented
to High School Students

Order of Frequency	Types of answers made by 82 Oklahoma Reimbursed Homemaking Teachers	Number of Times Reported
	G. Other Comments	
1	Get down to student level	17
2	Personal thought processes	2
3	Do not expect perfection	1
4	Group work	1
5	Evaluation of work done	1
	Total	22

In answer to the question regarding simplification of processes five statements referring to professional training were made. This does not mean others did not think of professional education courses but there were no questions relative to professional education on the questionnaire. The fact that seventeen listed "getting down to student level" as one of the needs might indicate that a more careful study should be made of present day offerings and opportunities in teacher education courses.

Many types of equipment, whether electrical, household, or business, were mentioned in some form as something teachers had to learn to use and care for on the job. Part of this inexperience could be due to the fact that much of the equipment being placed in homemaking departments today has recently undergone major changes, necessitating changes in use and care, which most teachers would not be aware of until going on the job. Some schools are not equipped with gas and electricity, therefore, making it necessary to use appliances which many beginning teachers have not had the opportunity to use

previously. Some teachers reported a lack of pre-service training in business and movie machines as well as some types of concessions machines. This need can be attributed to the fact that many homemaking teachers are called upon to do things other than to just teach home economics. Table IV shows the types of answers received relative to equipment.

TABLE IV

Equipment Teachers Learned to Use and Care For on the Job

Order of Frequency	Types of answers made by 82 Oklahoma Reimbursed Homemaking Teachers	Number of Times Reported
A. Clothing and Textiles		
1	Various types of sewing machines	16
2	Sewing machine attachments	12
3	Regulation and adjustment of machines	11
4	Buttonhole attachment	6
5	Pinking machine	1
6	Seam guide on machine	1
	Total	47
B. Household Equipment		
1	Electric range	27
2	Automatic washing machine	14
3	Appliances in general	13
4	Electric mixer	9
5	New gas range	7
6	Steam iron	6
7	Freezer	6
8	Time clocks	5
9	Refrigerator	5
10	Pressure canner	4
11	Kerosene or oil stove	3
12	Kerosene refrigerator	1
13	Sweeper	1
	Total	101
C. Miscellaneous		
1	Opaque projector	8
2	Movie projector	5
3	50 cup coffee maker	5
4	Mimeograph machine	2

TABLE IV (Cont'd)

Equipment Teachers Learned to Use and Care For on the Job

Order of Frequency	Types of answers made by 82 Oklahoma Reimbursed Homemaking Teachers	Number of Times Reported
	Miscellaneous (Cont'd)	
5	Pop corn machine	2
6	Painting equipment	1
7	Hammers, saws, nails	1
8	Paper mache'	1
9	Meat thermometer	1
10	Repair electric cords	1
	Total	<u>27</u>
	D. Professional education	
1	Sources of information other than texts	<u>1</u>
	Total	<u>1</u>

Adult education has been a part of the vocational home economics teacher's program for many years. However, the help needed and the methods of presentation used do not correspond to that found in the high school programs. While adult education programs may be planned for an age group similar to that of college students, the variation in their previous training causes their needs also to vary. Adults and out-of-school youth ordinarily need to make practical application of basic facts immediately. This means that the recently graduated teacher must streamline the subject matter presented emphasizing techniques and skills. Busy mothers who are trying to make themselves more efficient homemakers do not have time to master all the details expected of college students, rather they need to become familiar with short-cuts. Table V, page 34, shows the kinds of skills and crafts requested by adults and out-of-school youth. Fundamental sewing techniques and processes in tailoring along with those in home

improvement were reported by teachers as being requested more frequently than other items. The need for the development of practical homemaking skills on the part of prospective teachers, therefore, is one which deserves more attention.

TABLE V
Homemaking Skills and Crafts Requested by Adults
or Out-Of-School Youth

Order of Frequency	Types of answers made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
A. Clothing and Textiles		
1	Fundamental sewing techniques	25
2	Tailoring	19
3	Care and repair of sewing machine	7
4	Bound buttonholes	5
5	Use of sewing machine attachments	4
6	Pattern fitting	3
7	"Showey" things	1
8	Cutting and matching plaids & stripes	1
	Total	65
B. Crafts and Hobbies		
1	Aluminum etching	13
2	Textile painting	11
3	Hat making	8
4	Crafts in general	8
5	Basketry	5
6	Copper foil	3
7	Ceramics	3
8	Chair seat weaving	2
9	Christmas gifts	2
10	Crocheting	2
11	Gift wrapping	2
12	Decorative stitches	1
13	Rug making	1
14	Candle making	1
15	Corsages	1
16	Accessories	1
	Total	64
C. Family Economics and Home Management		
1	Buying clothing	1
	Total	1

TABLE V (Cont'd)

Homemaking Skills and Crafts Requested by Adults
or Out-of-School Youth

Order of Frequency	Types of answers made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
D. Family Relations and Child Development		
1	Child care	3
2	Group recreation	2
3	Family relations	1
4	Teen-age problems	<u>1</u>
	Total	7
E. Foods and Nutrition		
1	Quantity cookery	12
2	Canning	10
3	Freezer helps	9
4	Food decoration	3
5	Baking cakes	2
6	Recipes	1
7	Table setting and etiquette	<u>1</u>
	Total	38
F. Household Equipment		
1	Electric range	2
2	Oven regulators and thermometer	1
3	Time clocks	<u>1</u>
	Total	4
G. Housing and Interior Decoration		
1	Home decorating	15
2	Drapery making	13
3	Upholstering	11
4	Furniture renovation	8
5	Arrangements for table decorations	4
6	Slip covering	<u>1</u>
	Total	52
H. Miscellaneous		
1	Social service	1
2	Scout work	1
3	Elimination of insect pests	<u>1</u>
	Total	3
I. Other Homemaking Skills		
1	Home nursing	3
2	Stain removal	3
3	Make-up	<u>1</u>
	Total	7

TABLE V (Cont'd)

Homemaking Skills and Crafts Requested by Adults
or Out-Of-School Youth

Order of Frequency	Types of answers made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
J. Specific Information Given		
1	Serving dinners and banquets	3
2	Party foods	2
3	Assembly programs for civic groups	2
4	Arrangements for showers, weddings, banquets, etc.	1
5	Demonstrations	1
6	Programs	1
7	Plays	1
	Total	<u>11</u>

In answer to each of the questions the things most frequently reported by these 82 teachers were those things upon which most individuals need help. They were not things which one might learn to do himself with the aid of an instruction book. It was this fact, although an attempt is being made to teach these things to prospective teachers, that made the writer realize many experienced persons still feel themselves inadequately prepared. Therefore, it raises questions about the kind, amount, and quality of the content and teaching methods now used in college courses.

Communities vary greatly. In some communities the adults have much initiative. They have clubs where they teach each other and where a spirit of wholesome competition to learn new things exists. Little demand is made on the homemaking teacher in such a community. Usually she is a part of the group but does not assume leadership responsibility. In other communities adults have an equally great desire to learn, but persons with ability to initiate and to teach new ideas

are limited, therefore, the homemaking teacher usually has many demands on her time. She is asked to teach many types of things. People attend when a learning opportunity is provided but seemingly depend upon the school and the teachers to take the entire initiative. Many beginning teachers find themselves in this second kind of community and because of the great variation in the needs of the inhabitants, find they must learn many homemaking skills while on the job. Colleges try to foresee such possibilities and to prepare teachers as well as they can. Nevertheless, they, too, are limited in facilities, funds and time.

It would not be practical to conduct formal classes in all the areas which a high school homemaking teacher is called upon to teach. According to Table VI, Page 38, many skills and crafts were reported as being learned or re-learned by teachers before they presented them to classes.

If it is not practical to conduct formal classes in all of the subject matter areas needed, where will prospective teachers get their training? With the availability of the teacher education laboratory, as previously cited, and with the assistance of a qualified instructor to supervise, students can analyze their own needs, plan a schedule for practice, and make use of the opportunity to acquire more personal skills and knowledge of a number of crafts.

Many prospective teachers, in their busy college schedules, do not have time to include the elective subject matter courses which develop skills and crafts, but are of vital importance to a well rounded high school homemaking program.

TABLE VI

Homemaking Skills or Crafts Learned or Re-learned
to Meet Needs of Adults and Out-of-School Youth

Order of Frequency	Types of Statements made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
A. Clothing and Textiles		
1	Tailoring	13
2	Use of attachments for sewing machines	2
3	Sewing techniques	2
4	Fitting problems	2
5	Mending and patching	1
6	Oil, clean & adjust sewing machines	1
	Total	<u>21</u>
B. Crafts and Hobbies		
1	Aluminum etching	15
2	Crafts in general	14
3	Hat making	12
4	Basketry	8
5	Textile painting	8
6	Ceramics	8
7	Knitting and crochet	7
8	Corsages	5
9	Chair seat weaving	4
10	Copper foil	4
11	Leather craft	1
12	Glove making	1
13	Ear screws	1
14	Silk screening	1
15	Tinting photographs	1
16	Swedish weaving	1
	Total	<u>91</u>
C. Family Economics and Household Management		
1	Lighting the home	2
2	Time schedule	1
3	Consumer education	1
	Total	<u>4</u>
D. Family Relations and Child Development		
1	Child study	3
	Total	<u>3</u>

TABLE VI (Cont'd)

Homemaking Skills or Crafts Learned or Re-learned
to Meet Needs of Adults and Out-of-School Youth

Order of Frequency	Types of Statements made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
E. Foods and Nutrition		
1	Canning	4
2	Cooking techniques and processes	3
3	Home freezing	2
4	Quantity cookery	1
5	Fancy cookery	1
	Total	<u>11</u>
F. Housing and Interior Decoration		
1	Furniture renovation	12
2	Upholstering	8
3	Interior decoration	5
4	Drapery making	5
5	Decorative room arrangements (center pieces)	4
	Total	<u>34</u>
G. Miscellaneous		
1	Personal activities	1
2	Plays	1
	Total	<u>2</u>
H. Other Homemaking Skills		
1	Stain removal	2
2	Specific things in first aid	2
3	Home nursing	1
	Total	<u>5</u>
I. Professional education		
1	Teaching adult classes	2
2	Short cuts for adults	1
	Total	<u>3</u>

Some have difficulty planning and carrying out activities on their own, while other students might be able to work independently if they had the space, equipment and proper guidance. This fact was the reason the Home Economics Education Department included such a space plus

equipment in their building plans. They felt through the professional education courses students would realize the need for supplementary learning experiences and with facilities provided could guide and direct the students so that skills and crafts could be mastered individually as needed. Table VII shows the skills and crafts which were reported by 82 vocational homemaking teachers as needed by beginning teachers.

TABLE VII

Homemaking Skills or Crafts Believed to be
Needed by Beginning Teachers

Order of Frequency	Types of statements made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
A. Clothing and Textiles		
1	Tailoring	7
2	Sewing construction processes	6
3	Machine adjustments	3
	Total	<u>16</u>
B. Crafts and Hobbies		
1	Crafts in general	20
2	Basketry	11
3	Textile painting	7
4	Aluminum etching	7
5	Knitting and crochet	7
6	Millinery	7
7	Leatherwork	5
8	Copper tooling	4
9	Flower arrangements	4
10	Embroidery	4
11	Beadwork	2
12	Weaving	2
13	Lamp shade making	1
14	Felt craft	1
15	Accessory making	1
16	Plastics	1
17	Photography	1
18	Glove making	1
	Total	<u>86</u>

TABLE VII (Cont'd)

Homemaking Skills or Crafts Believed to be
Needed by Beginning Teachers

Order of Frequency	Types of statements made by 82 Reimbursed Oklahoma Teachers	Number of Times Reported
C. Family Economics and Home Management		
1	Knowledge of consumer problems	4
2	Home lighting	2
3	Time and energy management	1
	Total	7
D. Family Relations		
1	Personal relations	2
2	Child care	2
	Total	4
E. Foods and Nutrition		
1	Methods of food preparation	3
2	Basic cookery	2
3	Quantity cookery	1
4	Freezing foods	1
	Total	7
F. Housing and Interior Decoration		
1	Furniture renovation	16
2	Drapery making	5
3	Slip covering	5
4	Curtain making	3
5	Interior decoration	3
6	Houseplanning	1
	Total	33
G. Miscellaneous		
1	Banquet & party favors & decorations	5
2	Secretarial techniques	3
3	News articles	3
4	Use of simple industrial arts tools	1
5	Knowledge of school lunch program	1
6	Projector	1
	Total	14
H. Other comments		
1	Planned curriculum	2
2	Learn student level	2
3	Lesson plans	1
4	Taking care of department	1
5	Course in demonstrations	1
6	Conservation of all things in department	1
	Total	8

TABLE VII (Cont'd)

Homemaking Skills or Crafts Believed to be
Needed by Beginning Teachers

Order of Frequency	Types of statements made by 82 Reimbursed Oklahoma Teachers	Number of Times reported
I. Professional education		
1	Bulletin boards	4
2	Lead adult groups	3
	Total	7

Out of the eighty-two replies to the questionnaire, thirty-nine per cent of the teachers answering had taught homemaking ten years and over. Since slightly less than one third of the vocational homemaking teachers in Oklahoma replied, this is not necessarily the average number of years taught by the entire group. Some of the replies indicated that teachers had had experience in other areas such as extension work, public service, homemaking, and teaching other subjects.

TABLE VIII

Teaching Experience Reported by 82 Reimbursed
Oklahoma Homemaking Teachers

Length of Experience	Number Reported
1 year or less	11
2 years	10
3 years	8
4 years	3
5 years	6
6 to 10 years	12
10 years and over	32

Tables II to VII inclusive, as previously cited, are based on needs as recognized by teachers with varying degrees of experience. Some things, such as use and care of certain types of equipment and

activities or interests peculiar to specific localities, can only be realized and learned on the job. However, if many of these needs could be anticipated while in college, the prospective teacher could plan supplementary learning experiences which might be carried out in a teacher education laboratory for this purpose.

CHAPTER V

SUPPLEMENTARY LEARNING EXPERIENCES PROVIDED PROSPECTIVE TEACHERS

Students in the fall semester classes in Methods of Teaching and Philosophy of Home Economics were asked to list their assets and liabilities as prospective teachers. Since the same students were enrolled in both classes, were taught by the same teacher, and met at consecutive hours, it was decided that all learning experiences contemplated would be incorporated into a single overall plan based upon the purposes class members and the teacher agreed were important. One weakness listed was the lack of experience with planning and preparing bulletin boards and exhibits for which immediate help was requested.

Class members agreed that all bulletin boards and exhibits prepared would be directed toward the needs of high school students in various phases of home economics. These needs they hoped to interpret through past personal experiences, through study of adolescent psychology, and their own observations of public school students.

Because of the urgent need expressed by these students, the graduate assistant and the teacher worked out a demonstration on the principles involved in preparing bulletin boards and exhibits. Prior to the day of the demonstration, a number of bulletin boards and exhibits were prepared. A demonstration was planned to help students meet the liabilities and needs previously cited. There was little need for pointing up the teaching methods involved because it was evident that the demonstration had been planned to meet these needs.

Students, sensing the steps used in methods, should be able to help others locate needs, plan the approach, and supervise individual and group practice. Once the idea started students wanted to maintain the bulletin boards and exhibit cases throughout the semester.

The graduate assistant was available certain hours to help students develop ideas to be used, select materials, and to counsel with them regarding ways of arranging their materials. This particular class of twenty girls made a rotation plan for working in pairs with each pair responsible for different ideas. The schedule for the semester was posted.

As a setting for the demonstration a discussion of art principles involved was held. The most simple form of display was shown using magazines and books arranged with some degree of order. Dried floral arrangements were shown and with directions given for preserving leaves. Actual materials were placed on a bulletin board and suggestions made for providing a suitable display board when a room is not already equipped. A table decoration suitable for use with beginning students, adult groups, or cafeteria displays was arranged illustrating foods containing the Basic Seven food principles. Finally the use of a commercial exhibit was discussed and explanations made of possibilities for using displays which could be borrowed or rented.

The demonstrator emphasized, not only the principles involved in the preparation of a good exhibit, display or bulletin board, but also the importance of teaching through the use of visual aids. Since learning is stimulated through repetition, exhibits and bulletin boards emphasize principles being taught in class, therefore, students

are more likely to learn and retain the facts presented. Before individual student participation in arranging displays is possible there should be a demonstration and discussion of the basic principles involved, otherwise students are likely to fail to recognize and use the principles of line, design, mass and color necessary for good arrangements.

By encouraging students to plan and arrange the displays themselves, further learning was achieved. Not only did students "learn and retain" by seeing but also by doing. Group organization in a class where problems are attacked from several angles simultaneously can provide for student participation in arranging bulletin boards and exhibits which are good learning experiences and contribute much to the enrichment of the content.

Approximately sixty-five students and faculty members viewed the series of demonstrations on bulletin boards and exhibit cases. Following this experience students assumed the responsibility for arranging bulletin boards and exhibit cases in the teacher education laboratory and their own classroom.

All the supplementary learning experiences provided were planned around the needs recognized by the prospective teachers as liabilities. One methods class indicated their first need was that of planning, organizing and presenting a clothing unit to a group of ninth grade students. The graduate assistant and teacher worked out a method of presentation by incorporating role-playing into the activities of the class. Each student was asked to read a copy of an article which appeared in a professional homemaking magazine, "The Clothing Exhibit

Tells All," as a background for their part in the activity. The plans were based on the analysis one homemaking teacher made of her methods of introducing and teaching a clothing unit to a ninth grade class. That part of the article which served as a basis for the demonstration is as follows:

We spend from 1-2 weeks discussing "Looking our Prettiest" prior to each clothing construction unit. We study styles, colors, fabrics. We try out different kinds of garments, different styles (line and design) for different occasions. We try to reach some conclusions about what each of us look best in, whether it be pajamas, coats, dresses or hats. The garments emphasized depend upon the interests of the group at the time. It is understood that each girl will apply the facts learned in so far as her present wardrobe and her pocketbook will allow and that any new garments made or purchased will exemplify the principles learned.

We then analyze our past experiences in clothing construction, sometimes taking a simple laboratory test to point up places where we are likely to have difficulty. We try to estimate our ability before selecting the pattern we intend to use when constructing our garments. We make a list of the clothing construction processes we would like to learn and select those that we feel we can accomplish in the time allocated for that particular clothing unit. Most groups select five or six processes and agree that each individual limit herself to three or four, selecting a garment which she needs and which will help her learn the clothing construction processes selected.

Next we study the patterns which seem to be most desirable to see what construction problems are involved and whether or not they include those selected by the class as important to learn at this time.

After the type of garment and the patterns to be used have been decided we spend at least one period selecting the best fabric for the problems chosen.

We then carefully analyze each garment and make individual work plans--listing those construction processes which are already known, and which only need the teacher's approval before finishing, as well as those which will be studied as a whole class group. Care is taken to list those steps which can be done at any time and those which must be done in succession. This kind of job analysis saves much time in the long run for it enables students to keep busy even though their sewing machine or ironing board is being used by another student.

Another thing which speeds up my classes is that each girl keeps a progress record and states her specific needs for the next day at roll call. This last five minute roll call is the best indicator we have of what new material we must be ready to study. It is here that the agenda for the next day is determined, if several are ready to learn how to set in sleeves then we decide to start the next day with a sleeve setting lesson--if no new material seems to be needed then we all come determined to accomplish all we can independently.

I find that good, well worked out illustrative material is imperative. It helps students remember the details of construction processes taught in previous classes as well as the steps shown for the new processes that are being presented. We have agreed that each will first try to do any processes that are repeated from previous classes before asking for the teacher's final approval and that all class members will watch the demonstration of each new process and that each will try to do it with the help of the references and the illustrative material available, coming to the teacher for help when difficulties are encountered and for approval before stitching or completing. We place special emphasis upon the ability to learn with one demonstration and the ability to interpret pictured and written directions as well as other types of illustrative material.¹

After a thorough understanding of this procedure, one hour other than the regular class period was scheduled as the time for "role-playing." At the beginning of this special class, a pre-test² for clothing construction was given to determine the ability and previous training of the students. After an analysis of their pre-test the students were asked to select a pattern which would come within their range of ability. The pattern was not to have more than four new skills for any one student. After a discussion of their choices of patterns and the new skills encountered, a work sheet and progress chart³ was distributed so a plan of procedure could be determined for the making of the garment selected.

At the conclusion of the special class the planning, organization, and method used in the presentation was discussed and summarized so each prospective teacher would thoroughly understand the steps needed

¹Millie V. Pearson, "The Clothing Exhibit Tells All," Practical Home Economics, XXXI (1952), 17.

²Willa Dean Nicholson, "Discovering and Meeting Needs in Clothing Construction," (Unpublished M.S. Thesis, Dept. of H.E. Oklahoma Agricultural and Mechanical College, 1952), p. 30.

³See Appendix, "Ninth Grade Clothing Construction," Plan of Work and Progress Sheet, p. 61.

in presenting a clothing unit to ninth grade students.

Since role-playing in carrying out general classroom procedures is recommended by educators in the state it was decided to stage another one and use a foods unit for ninth grade students as the theme. The unit itself was planned by experienced teachers, edited and re-edited several times and tried out many times in different situations.

The students in a methods class studied the unit carefully to discover purposes involved, reasons, and points where difficulty might arise. They divided the unit into time and work plans. The class and instructor talked over in detail what would have happened the first three weeks of such a unit. The role-playing was planned to carry out the activities students would be following in three of the important days of the third week. These three days included planning, preparing and serving a meal typical of high school meals, noting the amount of teacher preparation, detailed guidance needed, and the spots where difficulty arose, mistakes were made and the things learned.

The college students made many of the same mistakes ninth grade students make. They found themselves relying on directions, displaying a lack of initiative and judgment in amounts used and in timing. There was a lack of organization and confusion because of a lack of knowledge of equipment and its placement. They realized the need for making substitutions. The person acting as teacher, due to inexperience did not check thoroughly on all phases of the planning, preparing and serving of the meal.

This type of planning, organization and working in groups in a situation similar to that practiced in high schools, not only helped

prospective teachers to see the need for distributing responsibility and rotating use of equipment but to understand the activities needed in showing the inter-relationship of problems.

Many of the prospective teachers enrolled in professional teacher education courses recognized the need for crafts in general and some limited their remarks to specific crafts or hobbies that they sensed would be requested by high school students and adults. As Christmas approached, requests were received for help in making Christmas cards and gifts.

After much planning it was decided to conduct a series of demonstrations and have an exhibit. The making of Christmas cards was the subject of the series of demonstrations. Demonstrations were scheduled at different hours on four different days during the week. Notices were posted in the halls, announcements were made in all professional education classes and an invitation was put in the daily school paper inviting any interested persons to attend.

Over one hundred people attended and many came at a later time, with their own equipment to practice, making cards for their own use. Students came not only from the school of home economics but from several other schools on the campus. A number of faculty members, and several townspeople, who saw the invitation, also came.

The making of cards was demonstrated using various techniques. The most simple and inexpensive type of cards using a screen wire to splatter a design was demonstrated. By using a spray of leaves a very effective design was produced without cutting or tracing a pattern. One sheet of construction paper made two cards, and was folded to form

an envelop. Show card paint was used for splatter painting. Linoleum blocks and tools were used to show procedures in making block printed cards. Designs appropriate for block printing were available and directions were given for getting the design on the linoleum block. Stenciled cards using an oil base paint were also demonstrated.

During the series of demonstrations all available material on Christmas card making was on display. Many household and art magazines carried articles with directions for making personalized cards, old cards both hand-made and commercial which could be adapted to various methods of reproducing, as well as designs on wrapping paper and decorations were all available for the students to see and use for their own cards.

Approximately a month before Christmas a display of many types of Christmas gifts was arranged. The gifts were all hand made. Some were made from scraps or discarded materials such as yarn, old felt hats, sewing scraps, old tincans, jelly glasses, while other articles were made from materials purchased for that specific purpose.

The articles were displayed according to level of ability as applied to high school students as well as according to the time and money involved in making. The display was available for two weeks and, as with the Christmas card demonstration, many people other than home economics students took advantage of the opportunity to see and examine it. Directions were available on request for each article exhibited.

CHAPTER VI

SUGGESTED USES OF A TEACHER EDUCATION LABORATORY IN HOME ECONOMICS

Throughout this study attention has been devoted to the preparation of teachers through the use of a teacher education laboratory, a laboratory similar in arrangement and facilities to those usually found in high school homemaking departments. The use of such a laboratory provided by the Home Economics Education Department has changed greatly in the four years it has been in operation. During the first two years its use consisted primarily of getting equipment and furnishings purchased, installed, and arranged. At first student use of the laboratory was slow in starting and was done on an individual basis. Since this type of laboratory was new to the campus, staff also were slow in initiating class assignments and encouraging supplementary learning experiences using the facilities provided. During the second two years a real effort was made on the part of staff members to encourage, to plan with and guide students in activities in the laboratory.

Soon it was discovered that once students used the laboratory, became familiar with the resources available and realized the possibilities, they came repeatedly without instructor request. Students came, not only to use the materials available there, but brought their own for study and making illustrative material. After instructors made students aware of the facilities of the room they needed little encouragement for continuing its use. This fact seems to point up the

need for helping students to become aware of the laboratory and its possibilities early in their professional education training so that the habit formed of coming there for resource materials and to do certain kinds of work is lasting.

If students are to make application of procedures and techniques advocated in professional education courses in home economics they must have a knowledge of the content and the skills needed in subject matter areas to be taught. College students in subject matter courses do not have time within the scheduled class hours to master all of the skills needed for high school teaching. By using a special laboratory set up for this purpose, individual differences can be provided for and students can have the opportunity to master skills as they recognize the need. Keeping up-to-date with current procedures in home-making activities necessitates continuous study and practice, which also can be maintained in a teacher education laboratory. Too often, important ideas are lost when there is no opportunity for practice. Practice, which results in skill, takes place only when adequate opportunities are provided. College students have few opportunities to continue learning through further practice. Dormitories, as well as fraternal and boarding houses cannot provide the space and equipment needed for college students to carry their learning activities into their home life. Following special demonstrations, exhibits and displays the opportunity needs to be provided for student practice and participation. One of the ways of providing such opportunities is found in special laboratories which are planned for that particular purpose.

By the third semester of this study students had located materials and were frequently coming in to borrow things they knew were available. They also used these resources while in the laboratory, searching for new ideas, clipping from the magazines and newspapers provided and using poster and bulletin board materials. The laboratory was used to hold committee meetings, group conferences, and to prepare club materials and food.

Students are made aware of many personal liabilities in their course work. By proper direction they can be encouraged to strengthen these weaknesses, through supplementary learning experiences, thus enabling them to recognize and evaluate their own progress in preparation for teaching homemaking. The extent to which students do something about their weaknesses is dependent upon instructor encouragement, and the availability of space, equipment and supervised guidance.

Many beginning teachers have had limited experiences in homemaking techniques and lack skill in performing some activities which they may be called upon to demonstrate. Interest in correcting these difficulties is stimulated when students analyze their own needs and participate in planning learning experiences to correct them. Once a student is sufficiently inspired, she will continue to study and to make progress beyond the walls of the classroom.

Students not only have an opportunity to study and practice in the teacher education laboratory, but also to compare and use up-to-date equipment and materials used in the home. They may prepare their own teaching materials which they expect to use on the job, participate in various types of teaching procedures and study the laboratory

as an example of room arrangement, furnishings, equipment and space for activities which are usually performed in a high school homemaking education department.

For a laboratory, such as the one in this study, to be of maximum benefit to prospective teachers the entire staff needs to be aware of its possibilities and to help students to learn of and to make use of the possibilities. This will necessitate having a qualified supervisor available to guide and direct student use and to cooperate with the classroom instructor in providing supplementary learning experiences as recognized in course work. The supervisor will need to be familiar with the work in all courses where students are expected to carry out assignments or additional learning experiences. Such a person will need to be a very versatile one, capable of and prepared to teach, to give demonstrations, to make and direct others in the making of teaching materials as well as being well prepared in many homemaking activities and handicrafts. She must be willing and eager to work with other teachers in planning the learning experiences of students as well as one who works with students easily. Much teaching time can be saved when the routine maintenance of the laboratory is done by the janitorial and secretarial staffs, thus leaving instructors free to plan and direct student use of the facilities available. Laboratory maintenance likely will not be expensive, but to provide valuable learning experiences a teacher education laboratory must not only have good and ample equipment and facilities but they must be kept orderly and up-to-date. Either requires funds and constant, continuous replenishment, supervision, cataloging and filing.

Much of the illustrative and teaching materials needed must be made; some have to be revised frequently in order that they fit present needs and uses. This takes supplies, equipment and time. It cannot be done by amateurs unfamiliar with the basic philosophy of the teacher education department or the principles which are being emphasized.

Students lead very busy lives and are apt to postpone taking advantage of even important opportunities. They like regular schedules and seem to work best when clearly defined opportunities are provided. Definite scheduled time likely would insure greater and more efficient use of a teacher education laboratory. If students could arrange time, at enrollment, on their schedule to allow for laboratory activities, more experiences could be had with the group and when the majority of students are available.

A room similar to that advocated for use in high school homemaking departments in Oklahoma can do much in developing self-confidence in future teachers by giving them a feeling of security and understanding of the part they are to assume in a new adventure. By providing supervision and guidance suggested and carried out by this study, prospective teachers can be stimulated to develop broader, more adaptable concepts of the function of education in our rapidly changing social order.

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APPENDIX

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
DIVISION OF HOME ECONOMICS
STILLWATER

October 8, 1954

Dear

We are finding many of our college students, although familiar with a number, have perfected few homemaking skills. Students in home management houses and in practice teaching in their senior year are somewhat overwhelmed with the need for knowing how to do specific homemaking skills.

We are well aware that college classes cannot hope to provide training in all the skills needed by beginning teachers. Not only must careful selections be made, but opportunities must be provided for students to supplement class work. Many homemaking and teaching skills are learned outside the classroom and some can best be learned on the job.

Firmly believing in the importance of supplementary learning experiences the Home Economics Education department at Oklahoma A. & M. College has provided a "Teacher Education Laboratory" where prospective teachers can obtain additional instruction and practice.

Since time limits the number of learning experiences which may be provided, we would like to have your help in determining those most needed. What specific skills did you as a beginning teacher need?

Enclosed are some pertinent questions, the answers to which would greatly aid us in planning. We would appreciate you answering these questions and returning them in the enclosed envelop at your earliest convenience. Thank you for sharing your time and ideas.

Sincerely yours,

Beulah Mae Kinney,
Graduate Student

A SURVEY OF EXPERIENCES OF HOMEMAKING TEACHERS 1954-1955

1. What fundamental homemaking processes did you find you had to learn or relearn prior to presenting them to your classes at the beginning of your teaching career?

2. What processes, if any, did you find you had to learn to simplify in order to show high school students how to accomplish them?

3. What pieces of equipment did you have to learn to use or care for after going on the job?

4. What special homemaking skills and crafts were you called upon to demonstrate or give advice regarding, by adults or out-of-school youth?

5. What specific homemaking skills or crafts did you have to learn or relearn to meet the needs of adults and out-of-school youth?

6. What other homemaking skills or crafts do you believe it would be an advantage for a beginning teacher to know?

7. How many years have you taught homemaking? _____

9th Grade Clothing Construction

Name _____ Partner _____

Individual Student Plan of Work and Progress Chart

Modifications Planned

	Ready to Start	Approved for Final Stitching	Completed	
			Tch.App.	Date
Things to be done in Construction of garment				
In order listed				
1.Fitting & alteration of pattern				
2.Preparation of material				
3.Laying pattern on material				
4.Cutting garment & place markings				
5.Darts front and back waist				
6.Join shoulder and under- arm seams				
7.Attach neck and armseye facings				
8.Hem back opening				
9.Join backs with lap seam in skirt				
10.Join skirt front and side seams				
11.Join waist and skirt				
12.Make buttonholes, sew on fasteners				
13.Hem skirt				
14.Press jumper well				
May be done any time (Better before skirt is made)				
1.Make pockets & place on skirt front				
2.Make belt				

VITA

Beulah Mae Kinney
candidate for the degree of
Master of Science

Thesis: PROVIDING SUPPLEMENTARY LEARNING EXPERIENCES FOR PROSPECTIVE TEACHERS THROUGH THE USE OF A SPECIAL LABORATORY

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THESIS TITLE: PROVIDING SUPPLEMENTARY LEARNING EXPERIENCES FOR
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