PRACTICE TEACHING IN INDUSTRIAL ARTS

TEACHER EDUCATION IN SELECTED OKLAHOMA COLLEGES

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By

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PREFACE

The need for maintaining high quality educational staffs in American secondary schools was expressed simply but well by an official of the Literary Guild of America, Inc., and included on a recent book jacket.

> This is the crisis in American education. It is here, it is real, and it is dangerous beyond words.
>
> As a nation we have joined others in a desire to realize the four freedoms. But there is a FREEDOM FROM IGNORANCE. The ignorant man is the easiest prey to want and fear. Freedom of religion means little to him, and a free press means nothing, for even if, technically, he can read, he cannot understand what he reads. He is a danger to himself, to you, to this country, and to the world.
>
> You can help.....See what can be done to keep and to attract able teachers. Support larger appropriations for salaries, equipment, textbooks. This will cost you some time and money, and it will be the best investment of both that you have ever made. Our teachers mold our nation's future. Give them your help. (13)

Although this quotation refers to the whole problem, educators in the field of teacher education have a portion of the responsibility in that they are charged with the adequate preparation of teachers for professional service.

This thesis has been produced in an attempt to present factual information concerning practice teaching in Industrial Arts as provided in four selected Oklahoma colleges. It is hoped that it will be of some value to the educators in this particular field.

The writer is greatly indebted to Dr. DeWitt Hunt, Head, Department of Industrial Arts Education and Engineering Shopwork, Oklahoma Agricultural and Mechanical College, for the guidance and constructive criticism given during the development of this study. Also my thanks are due to my wife, Mrs. Nova Kathleen Lee, for the sacrifices, encouragement and help she so unselfishly gave.

A. L. Lee

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CHAPTER I

EXPLANATION OF THE STUDY

Practice teaching is an evolutionary subject with progress and change occuring continually. To meet the challenge of modern life, practices in teacher education must be in a constant state of transition. Anticipating the future, as well as keeping abreast of contemporary needs in education, are the responsibilities of those who prepare new teachers for the profession.

Need for the Study. According to the National Education Association, seven million more children will be in the already overcrowded, understaffed schools of the nation by 1955. To meet this situation, the National Education Association estimates three hundred thousand more teachers will be needed. The quality of these teachers will depend largely upon the kind of teacher education offered to them in the various teachers' colleges. This situation demands and is worthy of serious consideration by every teachers college worker in this nation.

Teachers involved in Oklahoma teacher education must assume their share of this responsibility. Periodic reexamination of the curricula, techniques, and the practice teaching environment are in order in the teacher education program. In the specific field of Industrial Arts Teacher Education, such examinations can also be profitable in order to anticipate the needs of the immediate future as well as keep abreast of contemporary trends.

Purpose of the Study. It is proposed in this study to examine selected features of teacher education in Oklahoma colleges, and to suggest changes in existing methods where advisable, after an analysis and comparison of the various practices found. The features of teacher education which will be se-

lected for emphasis are (1) curriculum requirements for teacher certification and degrees in Industrial Arts, (2) some environmental factors influencing practice teaching, and (3) organization and planning the practices of Oklahoma apprentice teaching courses.

Preliminary Investigations. In preparing for this study, considerable thought was given as to the proper procedure to be followed and to sources of adequate information. During the preliminary library research, an excellent dissertation by Jacob I. Baugher (3), Organization and Administration of Practice Teaching in Privately Endowed Colleges of Liberal Arts, assisted materially in suggesting the factors of teacher education most desirable for emphasis in this study. This dissertation is one of the "Contributions to Education" series of the Teachers College of Columbia University in New York City. The one hundred seventy-one colleges which returned check lists with full information (of four hundred forty surveyed) provided the bases of the Baugher study.

During the preliminary studies, the writer surveyed Oklahoma Colleges providing teacher education, with the objective of selecting for further study that college with the most exemplary program of teacher education, not alone in Industrial Arts but in other departments as well. Observing differences in the practices of institutions considered equally successful, the writer modified the original objective. This study is based upon a comparative analysis of practices in the four Oklahoma colleges: The University of Oklahoma, Norman, Oklahoma; Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; Southwestern Institute of Technology, Weatherford, Oklahoma; and Central State College, Edmond, Oklahoma. The first two represent institutions of large enrollment (in excess of ten thousand), as well as being institutions

in which teacher education is not the major department. The latter two represent typical institutions of limited enrollment (neither greatly in excess of one thousand each), as well as institutions in which the emphasis is upon teacher education. In addition to the fact that both of these latter schools being considered above average among Oklahoma's smaller colleges, their selection was governed by these factors: the affiliation of the writer with the teacher education program of Southwestern Institute of Technology, the convenient location of Central State College, and the extreme types of practice teaching environments each employ, the cooperating and laboratory schools, respectively. This last difference is also illustrated in the practice teaching environment of Oklahoma Agricultural and Mechanical College and of the University of Oklahoma.

Source of Information. Although extensive library research has been pursued, as indicated in the bibliography, much information upon which this study is based came from questionnaire letters used with regard to curricula. Personal conversations and interviews were arranged with as many instructors, department heads, and students as travel limitations would permit. College catalogs, mimeographed practice teacher instructions, bulletins, and evaluation reports were also obtained from each college selected for this study.

Definition of Words and Terms Used. In the series of definitions presented in this section of the study some are quoted from textbooks on methods of teaching Industrial Arts, while others are proposed by the writer in order that a uniform terminology may be employed. Quoted definitions are indicated by giving the bibliographical source of each.

There is some disagreement among authorities in regard to terminology used in reference to practice teaching activities in Industrial Arts teacher

education. Some writers do not use the term, "practice teaching", and others have different names for Industrial Arts. A list of selected words and terms used frequently in this study with their definitions is included in the following statements.

Industrial Arts: The following definition of Industrial Arts is quoted by Hall from a bulletin from the Oklahoma State Department of Education entitled, "A Course of Study in Hand Woodworking".

> Industrial Arts as a phase of public education is a field of studies. It includes working with many materials such as wood, metals, plastics, etc. It involves a great variety of processes as for example, printing, industrial drawing, molding (in the foundry), etc., and it includes a study of power in general and electricity in particular. In its earliest stages, industrial arts is nonvocational and includes learning units of value to all students. In more advanced courses it becomes increasingly vocational. (10, page 2)*

Practice Teaching: Throughout this study the phrase Practice Teaching will be used as synonomous with the phrases "student teaching", "apprentice teaching", and "cadet teaching". Practice teaching will be used generally. It is considered a more appropriate term because student teaching is easily confused with assistants in laboratories and tutors of various kinds. Apprentice is a word used in trade and industrial work which may, therefore, be confusing. The term cadet teaching is used in some colleges outside Oklahoma, but no occasion for its use occurs in this study.

Practice Teacher: The term, Practice Teacher, is the name given to the student assigned to practice teaching in any given subject.

Supervisor: The term, Supervisor, as used in this study means the teacher in charge of the class in which the practice teaching is being done. For example, the practice teacher who is to observe and teach in Industrial Arts is assigned by the Director of Practice Teaching to the Supervisor of Practice Teaching in Industrial Arts.

* All bibliographical references in this study are given in this form. The first number refers to the author, the second to the page in the book quoted.

Director of Practice Teaching: This term will refer to any person who is responsible for the assignment and supervision of all the students engaged in practice teaching, irrespective of whatever title a particular college may use.

Lesson Plan:

> A Lesson Plan is essentially a treatment in detail of a small unit of subject matter for presentation to students. (8, page 65)

Introduction in Lesson Plan:

> Introduction is step one in a formal lesson plan. It refers to the necessity of interesting the learner in the new material which is to be presented and to assist him to establish connections between his previous experience and the projected new experience. Reduced to its simplest terms, this means that the teacher must be skillful and resourceful in making the new topic or activity appear necessary and valuable before proceeding to present it in detail. (8, page 68)

Presentation in Lesson Plan:

> Presentation embodies the actual teaching procedure in minute detail. This is step two in almost all formal lesson plans. Whether a demonstration of tools, processes, or a topic for discussion is involved, the fact will remain that this part requires most careful planning. The content under this step comes from the analysis of content previously discussed, but, of course, the technique of presentation must be organized and suited to individual needs. (8, page 68)

Application in Lesson Plan:

> Application is step three in a formal lesson plan. In this step the student is given a chance to apply the new learning at the earliest possible moment. He should have opportunity to practice what has been presented in order that the material presented may become a part of his own experience. (8, page 68)

Testing and Checking in Lesson Plan:

> The practice of Testing and Checking must be a definite part of every teacher's activity. This step is not satisfied simply by giving examinations at infrequent intervals. It means constant follow-up of every lesson or presentation or assignment to see whether the learners have attained the desired goal. (8, page 68)

Teacher Education: The term, Teacher Education, pertains to any type of educational activities required in the preparation of teachers for the public schools.

Preparation: Preparation is the name used in this report to refer to the work done by the student in getting ready to teach a lesson. He must have a thorough knowledge of the material being presented. A lesson plan or well organized notes must be prepared in advance of the presentation of the lesson.

Internship: A term seldom used in this study which is similar to the term practice teaching. However, Internship is not synonomous with Practice Teaching as it usually infers practice teaching in a community other than that in which the college is located in which credit is earned. Internship for teachers has been defined as:

> .....a period of off-campus teaching.....in which the intern teacher participates, to a limited extent, in the regular program of a particular school system while living in the community and while becoming acquainted with the philosophy, methods and operation of the school. (4, page 35)

Cooperating School: This term is used for that school in which practice teaching is done off-campus in a regular public school system. It is a district controlled school under the administration of a superintendent of schools, most commonly that of the community in which the college offering practice teaching is located. Other names are frequently used by various colleges and in educational literature instead of "Cooperating School", such as "Training School", "Demonstration School", "Laboratory School", et cetera. Since separate school systems practically independent of college control cooperate in teacher education to the extent of providing facilities for practice teaching, the term, Cooperating School, seems most appropriate for use in this study.

Laboratory School: This term refers to that school in which practice teaching is done on the campus in a college controlled situation. It is essentially a laboratory for the department of education. Educational literature and some college instructors make use of other names for the "Laboratory School", such as "Demonstration School", "Training School", et cetera.

Summary. There is an increasing need for adequate preparation of new teachers. Instructors engaged in teacher education in Oklahoma have their share of this responsibility. Periodic examination of the curricula, techniques, and the practice teaching environment are in order if the needs of the immediate future are anticipated. In fact, if teacher education programs in Oklahoma keep abreast of contemporary trends, these practices must be in a constant state of transition.

This study proposes to examine the following selected features of teacher education, including recommendations where change seems advisable: (1) curriculum requirements for teacher certification and degrees in Industrial Arts, (2) some environmental factors of practice teaching, and (3) organization and planning practices of Oklahoma practice teaching courses.

This study is based upon comparative practices of four Oklahoma colleges: The University of Oklahoma, Norman, Oklahoma; Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; Southwestern Institute of Technology, Weatherford, Oklahoma; and Central State College, Edmond, Oklahoma. In addition to extensive library research, sources of information include a questionnaire letter; college catalogues; mimeographed bulletins, evaluation reports, and practice teacher instructions issued by the colleges selected.

CHAPTER II

CURRICULAR REQUIREMENTS FOR TEACHER CERTIFICATION IN INDUSTRIAL ARTS IN SELECTED OKLAHOMA COLLEGES

The content of this chapter consists of the curricular requirements and the problems pertaining to them in the field of Industrial Arts teacher education. One of the basic foundations of good teaching is the adequate professional preparation of the instructional staff. It is proper to examine periodically the college requirements leading to certification of the instructional staffs of our Oklahoma high schools. A study of the requirements and a comparison of the curricula of four selected institutions of higher learning is made in Part A. Included in Part B are the present Oklahoma certification requirements of the State Department of Education, proposed requirements presented by the State Advisory Committee, examination of each plan and suggestions for perfecting the existing college requirements for certification in Industrial Arts. Except for the hours of practice teaching required both for certification and for a degree in Industrial Arts by the respective colleges of this study, no comparison of the physical plant or methods in practice teaching by the various colleges of the study is made in this chapter. This is reserved exclusively for Chapter III.

Part A

Industrial Arts Curricula in Selected Oklahoma Colleges

The curricula leading to the Bachelor of Science Degree in Industrial Arts Education of four Oklahoma colleges are analyzed in this part of Chapter II. The schools are The University of Oklahoma, Norman, Oklahoma (50); Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma (94); Central State

College, Edmond, Oklahoma (41), and Southwestern Institute of Technology, Weatherford, Oklahoma (27). The figures in the parentheses indicate the total enrollment of students majoring in Industrial Arts in the school year 1947-48. Tables I and II, the semester-hour requirements leading to a bachelor of science degree in Industrial Arts are given for each of the four colleges of this study. The first table is essentially a summary of the second by subject matter fields.

General Requirements. A strong cultural academic emphasis is noted in the curriculum of each college being studied. In addition to the courses directly leading to a knowledge of Industrial Arts or the science of teaching, considerable preparation in social science, English, and natural science is required. For example, the University of Oklahoma requires fifteen hours of English and speech, Southwestern Institute of Technology requires fourteen hours of natural science, and Oklahoma Agricultural and Mechanical College requires sixteen hours of natural science. Nor are these isolated cases as a perusal of the tables will indicate. The emphasis is not necessarily unwise as a bachelor of science degree from a liberal arts college should have more meaning than just a certificate from a trades school. One notable feature of the table is that each school requires twenty or more hours of education. This is to be expected, however, as state certification governs to a great extent the requirements of all college departments whose graduates prepare to teach. Very limited variation is permitted the academic councils which control curricula because of state department regulations on the one hand and the maximum hour load possible within four years on the other. For example, Oklahoma Agricultural and Mechanical College has expanded the number of hours necessary for a degree to one hundred thirty instead of holding requirements to the normal one hundred twenty-four hours of the other schools of this study. Maximum

limits appear to have been reduced at Oklahoma Agricultural and Mechanical College; additional courses will force elimination of the least vital in the future.

TABLE I

A COMPARATIVE ANALYSIS BY FIELDS OF TEACHER EDUCATION CURRICULA LEADING TO THE BACHELOR OF SCIENCE DEGREE IN INDUSTRIAL ARTS (Summarization by fields of Table II)

SUBJECTS	S.W. I.T.	O.U.	A.&M.	C.S.T.
Shopwork	25	29	12	21
Industrial Drawing	10	11	14	10
Science	10		16	8
Mathematics	8		6	
Education	23	25	29	21
Social Studies	14	10	11	10
English	6	9	8	8
Physical Education	4	8	3	4
Military Science			4	
Trade and Industrial Education			3	
Second Major or two Minors	20	24		24
One Major Shopwork Field			12	
Electives	4	8	14	23

Professional Courses Required. Little variation exists in basic catalog requirements for Industrial Arts majors as is shown in Table II. The lack of noticeable variation is largely due to two factors: (a) the influence of state certification requirements and the high percentage of Industrial Arts students preparing to teach; and (b) the fact colleges tend to follow one another in adding and dropping courses from their curricula. An examination of the tables shows only minor differences in the departmental requirements, except that no Industrial Arts Education is required at Central State College and the University of Oklahoma, only the University of Oklahoma requires upholstery, and the Oklahoma Agricultural and Mechanical College is alone in requiring a course in trade and industrial education. From surveys made with department heads of the respective schools, important differences between what

TABLE II

A DETAILED COMPARISON OF TEACHER EDUCATION CURRICULA WHICH LEAD TO THE BACHELOR OF SCIENCE DEGREE IN INDUSTRIAL ARTS EDUCATION

SUBJECTS	S.W. I.T.	O.U.	A.&M.	C.S.T.
English	6	9	8	8
Speech		6		
Chemistry			8	
Physics			8	
One Science (Chem. Bio. Phys.)	8			
Any Science				8
Hygiene	2			
Health Education				2
Physical Education or Military	4	8		4
Literature	2			
Math. or Foreign Language	8-14			8 or 12
Mathematics			6	
Agriculture ½ unit in High School	2	3	2	2
Economics			3	
Government	3	3	3	2
History			3	
Oklahoma History	2	2	2	2
Education	15	17	14	14
Observation and Practice Teaching	6	8	6	6
T and I Education			3	
Seminar			1	
Safety Engineering			1	
Military Science			8	
Methods of Teaching Ind. Arts	2		3	
Org. and Adm. of Ind. Arts Classes			3	
Bench Woodwork	4	2	4	4
Bench and Machine Woodwork	5			
Furniture and Cabinet Making	5			5
Wood Turning	2	2	1	5
Wood and Metal Finishing	2	2	2	2
Bench Metal Work	3	6	2	3
Care of Shop Equipment	2	2	2	2
Industrial Drawing	8	9	9	10
Electricity	2			
Pattern Making		2		
Industrial Arts Design	2	2	2	2
Upholstery		2		
Machine Woodwork		4		
Welding		3		
Foundry		2		
Machine Shop Practice		2		
General Shop			2	
Shop Work or Drawing Electives	2	7	4	
Shopwork Major			12	
Orientation	1		1	
Second Major or two Minors	20-24	24		24
Total No. hours required for grad.	124	124	130	124

is actually required and what the catalogs state is required are revealed, especially in the case of the University of Oklahoma. This in itself is not a weakness, as an alert and progressive department may be overhauling an existing curriculum to adjust it more adequately to contemporary needs. However, potential Industrial Arts majors should be able to get an accurate description of courses required for a degree in Industrial Arts from a study of current catalogs. The catalog of Central State College is difficult to understand and probably needs simplifying to make it more readable.

Conclusions. Present college curricula in the four selected colleges used in this report exhibit little variation. This is largely due to the constrictive nature of the State Department of Education certification requirements in conjunction with the natural limits of how much can be crowded into a four year course. As indicated earlier in this chapter Oklahoma Agricultural and Mechanical College has expanded the four year hour requirements to their practical limits by requiring one hundred thirty semester hours for graduation. Further addition must come from the elimination of the least vital of existing courses. This readjustment should not come by the elimination or restriction of the cultural and academic courses, as has been indicated. A degree from a liberal arts college must be more than a technical proficiency certificate from a trade school. The key to curriculum revision therefore, is through the State Department of Education. The college curricula will adjust to the state requirements readily if the state requirements are satisfactorily meeting the needs of Industrial Arts Education, but it will be difficult if not impossible to adjust the college curricula to the needs of Industrial Arts Education for today's world if the state requirements for certification are antiquated. Part B will be concerned with an examination of present and proposed plans of certification.

Part B

Certification of Industrial Arts Teachers in Oklahoma

In a paper entitled The Professionalization of Industrial Arts Teaching by Dr. DeWitt Hunt, (13, page 5), the following quotation of the professional qualifications of Industrial Arts teachers is quoted. The most significant points of this quotation are: (1) the high standards of qualification, (2) the number of semester hours required, (3) the Masters Degree required for continuous employment, (4) reason for Industrial Arts being highly professionalized, and (5) the need for continued study and revision of certification requirements.

> Probably no one group of teachers has a higher standard of qualification for certification. A full major often amounting to as much as forty semester hours and a standard baccalaureate degree are required as uniform minimum standards for the industrial arts teacher.
>
> For continued employment, the Masters Degree is required and further attendance at summer schools is demanded about every four years. It can be said that industrial arts teaching is highly professional because of the educational requirements. Few secondary teachers are required to complete so rigorous a teacher education curriculum. Music and physical education teachers have a comparable certification program.
>
> There is need for continuous study and occasional revision of certification requirements. In many states, the present plan of certification is entirely inadequate and little or no specialization is required. Through more stringent rules of certification the level of the profession can be elevated.

The Present Certification Plan. The present certification requirements in Industrial Arts as enumerated by the State Department of Education have been of significant value on the secondary level in Oklahoma education. They do provide standards of attainment which did not exist before. They are based upon experience and the careful study and profound judgment of educators in positions of responsibility. They are accepted generally by the state's administrators. Therefore, one does not lightly interfere with a program which, over the years,

has proved one of the bases of a solid and expanding Industrial Arts program in Oklahoma high schools.

However, the fact that these requirements are superior to those existing previous to their adoption does not, in itself, eliminate the possibility of improvement. Further, these requirements may have met the needs of 1930 or even 1940, but do not necessarily meet the needs of Oklahoma youth in 1949. Life today demands greater skills and more technical knowledge throughout our nation than ever before. The Industrial Arts instructor, to continue to justify the growing public support of his program, must adapt himself to these changing needs and to the demands of his particular community. "Shops" to meet the challenge of America's changing tempo, must do more than train boys to make footstools. Also, the character and economy of Oklahoma itself is changing. There is a greater urban emphasis as well as more diversity of vocational opportunity.

Therefore, it is wise to examine periodically the prescribed course of study leading to the certification of Industrial Arts instructors. The following certification plan is now used for high school certificates to teach Industrial Arts in Oklahoma schools from grades 7 to 12 inclusive. (State Department of Education).

> In addition to the general requirements set out in Section 1 of the state regulation, the completion of the following courses shall be required, respectively, for one year and life certificates to teach industrial arts.
>
> (Numbers opposite courses represent semester hours.)

	1-Year	Life
Education Courses, including six semester hours of student teaching (suggested courses Adolescent Psychology, Philosophy or History of Education, Measurements, Methods.)	12	18
CENTRAL METHODS AND MANAGEMENT, including Oklahoma School law.	3	3
Total Education courses	15	21

	1-Year	Life
Courses in Teaching Field:		
Bench Woodwork	4	4
Cabinet Making	4	4
Wood and Metal Finishing	2	2
Industrial Arts Design	0	2
Care of Shop Equipment	2	2
Working Drawing	2	2
Machine Drawings	2	2
Architectural Drawing	0	2
Electives in Shopwork	0	4
Total	16	24
Other Required Courses:		
English	6	8
American History	6	8
Oklahoma History (or ½ unit in high school or 70 per cent in State Examination	2	2
Agriculture (or ½ unit in high school or 70 per cent in State Examination	2	2
MINIMUM IN ALL SUBJECTS	90	124
MINIMUM DEGREE	None	A. B. or B. S.

As stated before, these state requirements have been of value in providing standards for the past and present. They did not retard the expanding Industrial Arts program, but rather, laid a firm foundation for the present. Yet the possibility of their improvement does exist, especially as the demands of modern life are providing an even more fertile field for an adaptable Industrial Arts program, as mentioned previously. An indication of this need for reexamination of certification requirements is brought forcefully to our attention by the work of the State Advisory Committee for Industrial Arts. This qualified group of leaders in the field has proposed certain changes in the prescribed curriculum leading to a life certificate in Industrial Arts. A comparison of these proposals with the State Department of Education certification requirements of the present best reveals the shortcomings of the existing course of study.

A Proposal for Certification. Before detailed comparison is made, the proposed plan approved by the State Advisory Committee will be presented. This plan was adopted February 13, 1947 and is the most authoritative proposal of change available of recent date.

A Proposed Plan for High School Certificate
To Teach Industrial Arts
(valid in grades 7 to 12, inclusive)

In addition to the general requirements set out in the relations for securing a certificate to teach, the completion of the following courses shall be required respectively, for one-year and life certificate to teach Industrial Arts.

	1-year	Life
COURSES IN EDUCATION AND PSYCHOLOGY, Not more than six semester hours of which shall be completed during the first two years of the college course: (four hours of this to be practice teaching in industrial arts and two in occupational guidance)	15	21
Other Required Courses:		
English	6	8
American History	6	6
Oklahoma History (or ½ unit in high school)	2	2
Agriculture (or ½ unit in high school)	2	2
Courses in Industrial Arts Field:		
Basic Woodworking courses	4	4
Basic Industrial Drawing	4	8
Methods of teaching Industrial Arts	2	2
Organization and Administration of Industrial Arts	0	2
Industrial Arts Design	0	2
A "Minor" in one of the Industrial Arts fields indicated below (in addition to required work above)	8	12
	18	30
Minimum Required in all Subjects	90	124

The Industrial Arts fields from which a "Minor" may be selected follow:

1. Automobile Mechanics
2. Crafts or Handicrafts
3. Electrical Work
4. General Shop (shall include two or more semester hours of work in four shop areas in addition to woodwork and drawing)
5. General Metal Work (shall include two or more semester hours of work in four areas using metal work tools and processes)
6. Industrial Drawing
7. Machine Shop Practice
8. Printing
9. Woodworking

In comparing the proposals of the State Advisory Committee with the existing requirements for certification, the following changes are observed. (1) The number of hours in the Industrial Arts field required for a life certificate is increased from twenty four to thirty. (2) Instead of four hours of "electives", a minor of twelve hours is required for a life certificate. (3) Care of Shop Equipment is eliminated from the required courses. (4) Methods of Teaching Industrial Arts and Organization and Administration of Industrial Arts are two courses added to the curriculum. (5) The number of hours of industrial drawing required for a life certificate is increased from six to eight. (6) Cabinet making and wood and metal finishing courses are taken off the required list. (7) Two hours of occupational guidance are specified in the education courses.

It is noted that no change in the total number of hours in education was recommended, nor was any material change suggested in social studies or English. American History was decreased from eight to six hours. Increased emphasis was evidently intended by the State Advisory Committee for the non-woodworking courses such as Automobile Mechanics, Electrical Work, Metal Work, Machine Shop Practice, and Printing.

The two courses, Methods of Teaching Industrial Arts and Organization

and Administration of Industrial Arts, would fill a need in improving the quality of high school instruction. If these are left as purely elective courses, those who need such instruction most seldom take them. It appears that the elimination of Care of Shop Equipment is of doubtful logic. However, if such information is integrated in the other courses (as no doubt is intended by the Advisory Committee), the credit hours consumed could be more fruitfully used in developing a strong minor. The proper care of shop equipment does not develop by accident in the average graduate entering into active service. Instruction should be given, if not in a separate course, then consciously integrated in each course offered in the college shops.

Increasing the number of hours for a life certificate in the teaching field is wise as it tends to make the teaching of Industrial Arts more highly professional, as was stated in the opening quotation in Part B. The weak point of the Advisory Committee's proposals appears to be the listing of General Shop and Woodworking as minor fields. Courses in both should be required of all and taken off the selective minor list. Any Industrial Arts instructor worthy of the name should be proficient in both. The trend toward more non-woodworking classes in our state justifies forcing the Industrial Arts major into a minor other than Woodworking, and General Shop should be required because of the same trend. Since most college students in this field are products of the traditional type of shop, they would tend to select woodworking or drawing courses and ignore Machine Shop Practice, General Metal Work, Automobile Mechanics, or Electrical Work.

The Temporary Certificate. The number of hours required for a one year certificate should be increased. Ninety-six hours of which at least twenty-two are in Industrial Arts, would not be unreasonable for a one year certificate. This would tend to eliminate the non-professional type of student who is more

interested in quickly qualifying for a payroll than to fill creditably a position in Industrial Arts. Many schools over-pay those limited in experience or with one year certificates on the basis of a living wage while following the state schedule, which is inadequate, for the highest professional teachers on their faculties. This is more noticeable today since school boards and administrators control larger unear-marked apportionments.

Those who really need to teach a year before securing their life certificates would see their goal so nearly within their reach, under this proposed increase, that an incentive would be provided for continuing their scholastic career as soon as possible. The present requirements for one year certificates in all fields, not Industrial Arts alone, are too lax. There are too many "filling in" in our secondary school faculties whose major interest and perhaps financial support is farming or business. This is due, however, mostly to low salaries. They have the minimum in scholastic achievement to qualify; then year after year they do the minimum of academic work for a reneval either by extension or correspondence. The life certificate goal must be within sight of attainment.

One new proposal of the State Advisory Committee which is excellent is the requirement of Occupational Guidance. No faculty member with the exception of the principal has as much opportunity to weigh the vocational possibilities of students as has the Industrial Arts instructor. Such education as this course could provide has been long overdue.

Suggested Plan. The following plan is a proposed plan for certification incorporating the criticisms just made and borrowing heavily from the proposal of the State Advisory Committee for Industrial Arts in Oklahoma. Especially favored is the proposal for minors, the increase in the number of hours in the field for a major, and the addition of "Methods of Teaching" and "Organization

and Administration" courses.

REQUIREMENTS FOR CERTIFICATION

Proposed by A. L. Lee

Courses in Industrial Arts:	One Year	Life H. S.
Basic Woodworking	4	4
Advanced Woodworking	0	2
Basic Industrial Drawing	6	6
Industrial Arts Design	0	2
General Shop	4	4
Elective in advanced course in Woodworking, Industrial Drawing, or General Shop	0	2
Methods of Teaching Industrial Arts	2	2
Organization and Administration	0	2
A minor from the following group:	6	6
1. Auto Mechanics		
2. Electrical Work		
3. Metal Work		
4. Machine Shop		
5. Plastics		
Total	22	32
Courses in Education, including two semester hours credit in Occupational Guidance and four in Practice Teaching:	16	21
Courses in other required fields:		
English, including two hours of speech	6	6
American Hist. and Gov't (state law)	6	6
Oklahoma Hist. or state examination	2	2
Agriculture or state examination	2	2
Total	16	16

Hours for one year certificate: 96
Hours for Life H. S. certificate: 124

Notes: (1) Care of Shop in present state requirements should be integrated within other courses--through departmental requirements.

(2) High school credit in Agriculture and Oklahoma History is not enough--if it should be required at all, then proficiency in the subject should be the only substitute recognized as acceptable for college credit.

(3) Two hours of advanced work may be substituted for the last two hours of required basic woodworking or basic industrial drawing if in the first two hour basic courses unusual proficiency is exhibited. (At the discretion of the department head.)

REQUIREMENTS FOR CERTIFICATION
Proposed by A. L. Lee
(continued)

(4) "Practice Teaching" does not include "Observation". If offered as a combined course, then six hours should be required.

(5) As the individual college may require additional work for a degree in Industrial Arts above that required for certification, courses deemed essential by some colleges (such as upholstering) could be included in any curriculum which exceeds one hundred twenty-four hours.

Conclusion. The basic difference between the writer's proposals and those made by the State Advisory Committee is in emphasis. The committee recommends the selection of minor fields, but includes woodworking, industrial drawing, and general shop. Evidently the purpose of the minor fields, from an examination of the lists, is to broaden the Industrial Arts program on the secondary scholastic level. The inclusion of woodworking and industrial drawing defeats this purpose. Rather than encourage diversification in accordance with present trends and needs, the inclusion of these courses will actually tend to limit the majority of Industrial Arts majors within the traditional fields of woodworking or industrial drawing. Some young men selecting Industrial Arts teaching as a vocational choice did so as a result of proficiency and interest developed in their experiences in high school shop courses. As these are essentially woodworking and drawing courses in the vast majority of secondary schools, these young men are most interested and feel their background and skills would be exploited best in such minors. A great majority would naturally hesitate to specialize in fields in which they are relatively unfamiliar. Therefore, this report's proposed certification plan eliminates woodworking and industrial drawing from the minor lists with the objective of forcing selection into automotive mechanics, electrical work, metal work, machine shop, and plastics. This would encourage the trend to secondary

instruction on a broader scope than that of the traditional pattern. It will be observed that the plan gives greater emphasis to required woodworking courses than does that of the State Advisory Committee, while an elective course in woodworking or industrial drawing is also permitted. Since the core of present high school Industrial Arts courses is still woodworking and drawing, every instructor must be well qualified in these fields as a first consideration. General shop, it will be noted, is also eliminated from voluntary selection and required of all majors. The objective is essentially that stated above in regard to woodworking and drawing. Modern conception of Industrial Arts requires knowledge of general shop techniques by all seeking to qualify for teaching certificates in the future. Although most shops are not equipped at present for general shop courses, the present and future generations of Industrial Arts graduates should be prepared for such instruction as equipment becomes available. Further, if they are so educated, their requisitions will tend to so equip their shops. But if limited in background to the traditional pattern, as the State Advisory Committee proposals will permit and even encourage, they will make requisitions within the limits of their budgets for only more and better wood lathes, drawing boards, band saws and glue pots. Overhauling the present certification requirements of the State Department of Education is advisable as they were devised in accordance with the needs of a different generation, but such revision includes the corallary that the needs of the foreseeable future should be anticipated as well as correcting the obvious shortcomings of certification in the present.

As stated in Part A, little variation exists in the curricula of Oklahoma colleges leading to degrees in Industrial Arts Education because of the constrictive nature of State Department of Education certification requirements. Part B examined these requirements and the most recent, authoritative proposals

for adjusting them to the educational needs of Oklahoma youths today. A plan for certification was presented based upon this analysis and suggestions for improvement, and borrowing heavily from the proposals of the State Advisory Committee for Industrial Arts in Oklahoma. Present trends and anticipated needs of the immediate future were basic criteria in the formation of these proposals.

CHAPTER III

SOME FEATURES OF THE PRACTICE TEACHING ENVIRONMENT IN INDUSTRIAL ARTS

The practice teaching program is a vital ingredient in preparing instructors in Industrial Arts. One conclusion reached in Chapter II is that little variation exists in college curriculum requirements of practice teaching credits due to the standardization of the State Department of Education certification regulations. Though little important variation may exist in "what" is offered, much variation may exist in "how" it is offered. Sufficient variation does exist in the presentation of practice teaching courses that comparison and evaluation of such courses found in the teacher education curricula for Industrial Arts would prove profitable. Although certification requirements by the State Department of Education indicates uniformity, actually, considerable latitude in method and physical setting exists within the various institutions in meeting these requirements. This fact, in itself, does not necessarily imply failure in any institution, in meeting its obligations to its students as there is usually more than one path to the completion of any assigned task. All Oklahoma colleges surveyed in this study give evidence of sincerely striving to prepare their students adequately for post-graduation service, though their procedures differ.

Part A in this chapter compares some of the environments resulting from practice teaching as conducted in a public school situation and that of a separate laboratory school under direct college supervision. Evaluation of each type of physical setting is made, including recommendations for that environment resulting in maximum benefits from the standpoint of the practice teacher. Part B presents methods of supervising and evaluating the work of the practice

teacher. The four selected Oklahoma colleges studied in Chapter II are used as the basis of factual information presented in each part of this chapter.

Part A

Cooperating Schools versus Laboratory Schools

Oklahoma Agricultural and Mechanical College in Stillwater, and Southwestern Institute of Technology in Weatherford employ the cooperating school idea through the use of the public school systems of the respective cities, in providing facilities for practice teachers. The University of Oklahoma in Norman uses a laboratory school which is a part of the College of Education and, thereby, separate from the public school system. At Central State College in Edmond a similar laboratory school is provided which is designated "The Demonstration School". Thus, in the four selected colleges of Oklahoma used in this study, there are two examples of each of the common methods of providing practice facilities in teacher education.

Advantages of Cooperating School. The greatest single advantage of the cooperating school is that it provides a typical public school situation. Individual differences among students of a cooperating school are similar to those found in the average public school of Oklahoma. Further, in the cooperating school, problems of scheduling, extra-curricular activities, discipline, vocational education, and the socialized nature of the modern high school are all similar to those of other public schools of comparable size. This type of environment for practice teaching provides a high degree of integration for educational theory with the practical in-service practices of the teaching profession in Oklahoma. As most of those enrolled in practice teaching will begin active teaching in a public school environment upon entering professional service, the cooperating school provides the most nearly normal professional

environment for teacher education. If the practice teacher can adjust himself to such an environment, then he will have the confidence needed to handle a classroom program in his first teaching assignment.

To a considerable extent, the cooperating schools of this study provide an internship setting. Internship for teachers has been defined as "a period of off-campus teaching, in which the intern teacher participated, to a limited extent, in the regular program of a particular school system while living in the community and while becoming acquainted with the philosophy, methods and operation of the school". (5, page 35). The practice teacher is provided an environment such as that required for internship teaching, although the community of the cooperating school is the same as that of the college in which he matriculates. Clifford L. Bishop of Northwestern Missouri State Teachers College, Marysville, Missouri, made a survey of teacher education methods of fifty-nine institutions representing all parts of the United States. Bishop obtained the opinion of thirty-six specialists in teacher education and one hundred seven administrators and supervisors in secondary schools working with practice teachers. His conclusions which follow may be adapted to the cooperating school being discussed in this chapter:

> Internship, then should provide for the professional development of the young teacher through a close integration of theory and practice. It should help provide a better understanding of children as well as better means of confidently helping them toward their goals of learning and life. It should supply the need for better induction of the teacher into teaching while under careful supervision. The young teacher should, through internship, develop a greater ability to apply a sound philosophy of education which would broaden the outlook and sharpen the ideas of the prospective teacher. These are the main purposes of internship---purposes that cannot be carried out so well by any other means of directed teaching according to the views expressed by the respondents in this investigation. (4, page 43)

Further Bishop states that twenty-four of the fifty-nine institutions surveyed gave as their principal objective for practice teaching, "To assist prospective teachers in gaining independence under competent supervision".

(4, page 38)

Certainly the cooperating school provides more nearly than the laboratory school a natural and normal school situation. For service in the field, practice teaching must adapt itself. That system of teacher education best providing situations similar to those found in the field has made great progress in meeting its obligations to those it serves. In discussing methods of achieving maximum results in practice teaching, Ralph M. Lyons states in his article, The Laboratory Schools and the Education of Teachers, that administrators in the Division of Education of Georgia Teachers College believe that the schools used for practice teaching "should be good examples of rural and town schools in Georgia, otherwise the graduates will not be adjusted to the situations they will encounter when they go into the field". (15, page 345). Oklahoma should also use good examples of public schools to prepare her graduates for the situations they will encounter when they go into the field.

Disadvantages of the Cooperating School. One obvious disadvantage of the cooperating school is that its emphasis is upon the education of the school children of a particular district, and not upon the education of practice teachers. Another disadvantage is that the opening and closing dates and hours of the public school year are sometimes not synchronized with those of the college with which it is cooperating; the practice teacher usually misses the important experience of both enrollment and the closing activities of a school year. Further, the supervisors of the cooperating school who are in direct contact with the practice teachers have heavy class loads and usually a multitude of extra-curricular duties; their energies are directed first to being successful instructors with only minor consideration being given to their practice teachers. For example, in the cooperating school of Southwestern Institute of Technology, the supervisors of the practice teachers are the department heads of the public school system of Weatherford. Those taking practice teaching in

Industrial Arts are therefore assigned to the high school instructor in this field. In the school year of 1948-49 this supervisor has five regular Industrial Arts classes and a daily work period in which one hundred twenty-five students are enrolled; in addition, the supervisor holds a class sponsorship, keeps gate at athletic events, and participates actively in civic affairs. However, this condition is not all disadvantageous. The practice teacher secures a better insight into the day-to-day duties of an Industrial Arts teacher than he would through any other medium.

Advantages of the Laboratory School. The laboratory school is built around the specific needs of teacher education. Its emphasis is upon the teaching of teachers rather than upon the teaching of public school pupils. It is probably true that due to the excellent quality of instructors and the best of methods and techniques, the instruction in laboratory schools is superior to that found in many public schools even though the emphasis is upon teacher education. Library facilities are usually excellent since the college library facilities are available. The teaching situation is also easier for the beginning teacher as discipline problems are of a minor order. In some cases the laboratory school can send back to the local public school any pupils who are uncooperative. Less distraction from an extensive activity program is found in a laboratory school environment upon comparison with the four teacher education situations studied. Class meetings, assembly preparation, athletic contests with their associated activities, such as junior class hot dog concession, special practices for half-time stunts by the band, and similar distractions are seldom found or they are found to a lesser degree in a laboratory school than in the cooperating school. In the Central State College catalog (page 29), the following quotation states the purpose and explains the nature of the laboratory type of practice teaching environment. (At Edmond, the laboratory school

is called "The Demonstration School.")

> The Demonstration School is a laboratory for research and practice teaching in a setting which approximates a regular public school situation. The teaching staff of the Demonstration School is carefully selected so that the students may have the opportunity of observing the best methods of teaching. The critic teachers are chosen not only because of training and experience, but also because of their ability to correlate theories of pedagogy, psychology, and methods with classroom management. The Demonstration School is closely associated with every department of the college, and instructors in most of the departments teach classes in the Demonstration School where the student teachers have an opportunity to observe and do practice teaching under the college staff. Real teaching situations analogous to public school conditions are maintained for the training of beginning teachers.

From this statement, one may conclude that laboratory schools reproduce conditions as nearly like those of public schools as their setting permits, maintaining real teaching situations similar to those in a public school. An advantage claimed is that the teaching staff is selected with care and with emphasis upon ability to correlate theories of pedagogy, psychology, and methods with classroom managements. However, these features are usually found in a cooperating school too. The only feature of a laboratory school pointed out in this quotation which is uniquely that of such a school is its close association with the college departments. Cloyd Anthony, head of the teacher education program at Indiana State Teachers College, presents one of the strongest cases for the use of the laboratory type of school for practice teaching that this writer has found.

> Perhaps the most significant argument in favor of a campus school is the greater control which the college has over such a school, and the increased freedom of use which this control assures. But the argument is pointless if the college makes no different use of the campus school than it would of a typical public school. It must emphasize most the function which, thus far, it has emphasized least, Experimentation. (2, page 21)

The laboratory school can be of unique value if advantage is taken of its freedom resulting from college control. Anthony believes it can best serve through experimentation, however, this function has been emphasized the least.

A need for such experimentation evidently exists, perhaps justifying the

use of such schools and providing them with great opportunity for service, according to G. D. McGrath, Director of Teacher Education at the University of Illinois. After recently examining four hundred institutions of higher learning in which teacher education work is offered and carefully studying the practices of some two hundred of them in which teacher education is emphasized, McGrath found:

> It must be admitted that the consistent adherence to what might be referred to as the traditional pattern for the last ten years was alarming. Less than ten percent of the programs studied indicated any inclination toward noticable divergencies from the well known framework of teacher education. (18, pages 22-23)

McGrath points out in his article, that tradition still dominates teacher education in the United States. He recognizes that educators in some institutions are alert and moving forward, but that progress is too slow and not sufficiently widespread. If, in the laboratory schools an attempt is made merely to reproduce public school conditions, it may then be concluded cooperating schools can provide facilities for practice teaching as well or better than those located on a college campus. But if Anthony's and McGrath's contentions are valid, then there is a place for the laboratory school which cannot be adequately filled otherwise.

Disadvantages of the Laboratory School. The student bodies of laboratory schools are too select. Practice teachers find a synthetic public school environment as a result. The lesson plans and demonstrations may exhibit the knowledge of methods and techniques as well or better than in a cooperating school, but problems of discipline, securing interest, and the psychological competition with extracurricular activities are not found to the degree that such conditions exist in average public school environments. These factors do enter into the education of a teacher as well as in the preparation and execution of lesson plans and the acquisition of information concerning the best professional methods and techniques. If the laboratory school does not have

the proper equipment or is crowded in certain sections, students are turned back to the local public school. The practice teacher then comes into contact with such problems in the field with an inadequate background. Adjustment to these and similar problems may be made as a result of strong native abilities and a practical, commonsense philosophy, but teacher education can take little credit for this adjustment. Teachers in the cooperating school, on the other hand, face such problems frequently; the practice teacher observes the practical methods of adjustment, sometimes seeing ways of improving them. Later, when faced with similar situations in independent in-service teaching, he has a background upon which to rely.

Another disadvantage, besides that of too select a student body, is that the student body is too limited in size. A full scholastic program is not permitted. This especially affects specialized subjects of general education such as Industrial Arts. "The success or failure of the teacher training program depends largely upon the individual faculty members, the curriculum, the equipment and supplies, and the physical plant", (23, pages 41-42) states Paul N. Wegner, Head of Industrial Arts Department, Teachers College of Connecticut, in"Teacher Training in Industrial Arts Education", an article appearing in a late number of the Industrial Arts and Vocational Education Magazine. Unless the laboratory school is exceptionally large and in a superior financial condition, it is unlikely that the Industrial Arts Department will meet Wegner's conditions for a successful practice teacher program.

Either the college shops must be used or dependance upon the local public schools will result. With a limited enrollment, the laboratory schools emphasize the traditional college preparatory courses. One of the last fields to have an adequate program and suitable equipment in a laboratory school is that of Industrial Arts.

Conclusion. The cooperating school is used to provide facilities for practice teaching at Southwestern Institute of Technology and at Oklahoma Agricultural and Mechanical College, while the laboratory school provides these facilities at the University of Oklahoma and at Central State College. The cooperating school provides most nearly a public school environment similar to that in which the practice teachers will do in-service teaching. Individual differences are most normal in the cooperating school as the student bodies do not have controlled selection. Problems of discipline, extra-curricular activities, and other duties are most nearly like those found in the field.

Since enrollment is not limited, over crowded sections and heavy loads of the supervisor actually tend to prepare practice teachers for field service more adequately than does the laboratory school. Since the laboratory schools emphasize the traditional college preparatory courses, practically ignoring within their separate curriculums the specialized subjects of general education such as Industrial Arts, the best facilities for teacher education in Industrial Arts are probably provided by the cooperating school.

Part B

Methods of Evaluating in Practice Teaching

Evaluation of practice teaching is a subjective form of analysis. A teacher cannot be rated as superior or inferior from a study of objective tests covering the methods and techniques of teaching. However, evaluation of the work of practice teachers is necessary. Prospective employers need information based upon accepted standards; records are required in the registrar's office, deans need knowledge of progress and achievement. Finally, the practice teacher needs information pertaining to his strengths and weaknesses for personal growth in his chosen profession. The supervisor finds rating sheets of value in

charting the development of practice teachers in his charge in providing a basis for remedial work, and for guidance. Besides oral evaluation it is suggested that three methods be used simultaneously for each student. A term grade, a rating sheet based upon the total course relationship of the student with the supervisor, and rating sheet for each teaching experience of the student should be used. The last of these three is not submitted to higher authorities, but used by the supervisor for guidance, remedial instruction, conference analysis, and to assist in the preparation of the term grade and course rating sheet.

Term Grade. A term grade is reported for each practice teacher as in any education course. The same system of marks used by the institution in other courses should be used and grades should be submitted on the appropriate forms. The grade should indicate completion of assignments made by the supervisor, satisfactory attendance and participation, knowledge and practice of the techniques of teaching, and above all, the quality of work in the course. Although some supervisors probably feel that the term grade should represent the degree of progress made within the time limits of the course, the writer is convinced that this mark should indicate the degree of teaching proficiency achieved by the student at the conclusion of the course irrespective of his level of ability at its beginning. After all, the term grade will be awarded according to the methods in use by the particular institution involved, and is therefore not within the scope of this paper.

Course Rating Form. A rating form should be filled in at the conclusion of the course. This rating form covers personal qualities affecting teaching, scholarship, teaching techniques et cetera. This rating form is submitted to the director of teacher education and is later used by those responsible for

SOUTHWESTERN INSTITUTE OF TECHNOLOGY

WEATHERFORD, OKLAHOMA

RATING BLANK FOR THE EVALUATION OF STUDENT TEACHING

INSTRUCTIONS TO THE SUPERVISOR:

Listed below you will find four groups of items on which you are requested to rate the various qualities of the student teacher. Each item is to be rated on a five-point scale. Please indicate your ratings by placing an (x) in the proper column after each item. The ratings given by you will be treated in a confidential manner. It will perhaps be advisable for you not to discuss your ratings with the student teacher. Please check and return this sheet to my office at the close of each term or semester. Use typewriter if possible.

These ratings will be filed at the end of the semester with the Teacher Placement bureau.

Thanking you for your assistance and cooperation in this matter, I am

Yours very truly,

E. P. Cecil, Director
Teacher Training

Student Teacher_____Term Grade_____

Date_____, 194____. Semester_____ Term_____

Year in which Teaching is Done--Sophomore, Junior, or Senior_____

Subject_____ Grade_____

Kind of Certificate Working for_____

Supervisor_____

PERSONAL QUALITIES	VERY POOR	POOR	AVER-AGE	GOOD	EXCEL-LENT
Personality					
Appearance, dress					
Health					
Voice					
Emotional balance					
Enthusiasm, Initiative					
Self-confidence					
Dependability					
Cooperation					
Sympathy with pupil's problem					
Ability and desire to improve					
General culture					
SCHOLARSHIP					
Knowledge of subject matter					
Breadth of general information					
Careful, correct use of English					
TEACHING TECHNIQUE					
Definiteness of aims					
Preparation and plans					
Skill in questioning					
Interest-development					
Securing pupil participation					
Personal interest in pupils					
Provision for individual conferences					
Skill in directing supervised study					

	VERY POOR	POOR	AVER-AGE	GOOD	EXCEL-LENT
Ability to secure integration					
Use and care of accessory material					
Definite, workable assignments					
Ability to clinch important facts					
Ability to control pupils					
Economy of time, energy, materials					
General understanding of learning process					
Ability to correlate properly theory and practice					
MISCELLANEOUS					
Neatness and accuracy of records					
Directions of play and recreation					
Condition of desks, floor, etc.					
Regulation of light, heat, ventilation					
Interest in character training					
Interest in world problems					
Interest in general school activities					
Administration ability					

UNDERSCORE TWICE the position listed below for which you believe the applicant is best fitted.

UNDERSCORE ONCE the positions which he could fill satisfactorily.

CLASSROOM TEACHER	SUPERVISOR	ADMINISTRATOR
Kindergarten	General Supervisor of	Principal grade school
Primary grades	Primary grades	Principal Jr. high school
Intermediate grades	Intermediate grades	Department head high school
Upper grades	Junior high school	Principal Senior high school
Junior high school		Superintendent schools, village
Senior high school	Special Supervisor of	Superintendent schools, city
College or university	Reading	
	Arithmetic	
	Music	
	Penmanship	

PROBABLE STRONG POINTS:

PROBABLE WEAKNESS:

GENERAL REMARKS OR EXPLANATIONS:

Signed_____

Supervisor

assisting in in-service placement, and finally is permanently filed. The rating form included as pages 34, 35, 36, and 37 is that used by Southwestern Institute of Technology, for students completing courses in practice teaching.

This rating sheet is very comprehensive. In fact, that is its principal weakness. It is too lengthy and includes many items not even observed in a course of Industrial Arts. For example, "administration ability," "directions of play and recreation," and "interest in world problems" could be omitted, or the rating on several of these items may be waived as they are relatively unimportant or are seldom observed. Also, a shorter check list would be both easier to fill out and easier to scan.

The Interview Evaluation Sheet of the University of Oklahoma included as pages 39 and 40 are similar to the rating sheet of Southwestern Institute of Technology, but it is compressed into two pages. The method of checking is also simplified. The purpose of all such sheets, as indicated by those included here, is to present a composite impression of the practice teacher as seen through the eyes of the supervisor. Though subjective and therefore open to criticism as to reliability at times, these rating sheets are as valid a method of securing an estimate of the potentialities of inexperienced teachers as is available at present. Probable weakness and probable strong points listed at the close of both the evaluation rating sheets of Southwestern Institute of Technology and the University of Oklahoma prove in practice to be the most valuable items included. Their value varies in accordance with the care, consideration, and judgment which the individual supervisor uses in the rating process.

Rating Sheets for Classroom Experiences. Supervisors in each field have different methods of obtaining and noting information for use in guidance, to assist in the preparation of the term grade and course rating sheet, and for

INTERVIEW EVALUATION SHEET

Estimate of certain Characteristics Related to the Teaching Potentiality of Students Enrolling in Education

Department 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_____
Norman address_____ Telephone_____
Home address_____ Age____ Teaching Experience_____
Interviewer_____ Date_____ 19____

PERSONAL QUALIFICATIONS	EVALUATION				
I. PHYSICAL					
A. Genaral appearance	Striking	Attractive	Ordinary	Poor	Repulsive
1. Appearance defects	None	Unnoticeable	Slightly notice.	Quite notice.	Pronounced
2. Bearing-Posture	Excellent	Good	Average	Inferior	Slouchy
3. Grooming	Immaculate	Good	Neat	Careless	Untidy
4. Vitality	Vigorous	Strong	Fair	Listless	Weak
5. Maturity	Matured	Well-developed	Maturing	Poorly devel.	Immature
B. Voice	Excellent	Pleasing	Ordinary	Weak	Unpleasant
C. Special Talents					
II. MENTAL AND EMOTIONAL					
A. Gen'l 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	Melancholic
E. Confidence	Excellent	Good	Sufficient	Uncertain	Hopeless
F. Attitude-Criticism	Excellent	Good	Indifferent	Poor	Antagonistic

G. Poise	Excellent	Good	Fair	Weak	Flighty
H. Aggressiveness	Balance	Good	Moderate	Poor	Helpless
I. Special Abilities					

III. CULTURAL

A. English Usage (Conversational)	Excellent	Few errors	Ordinary	Poor	Bad
B. Interest in people	Keen	Sociable	Passive	With-drawn	Anti-social
C. Breadth--Interests	Extensive	Broad	Moderate	Limited	Narrow
D. Social Graces	Gracious	Courteous	Indifferent	Poor	Crude

IV. PROFESSIONAL

A. Interest in teaching	Enthusi-astic	Strong	Moderate	Indif-ferent	Antago-nistic
B. Related Experiences (Travel, Vocational)	Many	Several	Limited	Very few	None
C. Planning of Training Program	Excellent	Good	Suffi-cient	Poor	None
D. Comments					

V. CHARACTER (Check only if absolutely sure)	Excellent	High	Conforms	Weak	Unstable

VI. GENERAL IMPRESSION (Summary

A. Physical	Excellent	Good	Ordinary	Poor	Objectional
B. Mental-Emotional	Balanced	Good	Fair	Poor	Unstable
C. Cultural	Excellent	Good	Moderate	Poor	Shallow
D. Professional	Excellent	Good	Fair	Poor	Undesirable
E. Character	Excellent	High	Conforms	Weak	Unstable

II. 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_____

use in conferences and remedial instruction. One method is to employ a rating sheet for each teaching experience of the practice teacher. These sheets, in themselves, are not passed on to higher authorities, but are destroyed at the conclusion of each semester, or given to the respective students. Many of the items are similar to those included on the course rating sheet. The sheet is streamlined and the emphasis is upon one unit, lesson, or demonstration. A rating sheet designed for practice teaching in Industrial Arts at Southwestern Institute of Technology is included here on page 42.

It will be noted that items covering preparation on the part of the practice teacher are given considerable emphasis. The rating sheet, in addition to its uses previously stated, has a psychological affect in advance upon the practice teacher. Knowing that such a sheet will be used and having seen the items upon it in conference previous to his first teaching experience, he is likely to make adequate preparation. To a degree, the same psychological factor is true during the demonstration or lecture. The practice teacher is conscious of the check-sheet being filled out on his work. In practice, the rating sheet for classroom experiences proves of value in Industrial Arts.

Conclusion. Evaluation of the work of practice teachers is necessary by their supervisors. Prospective employers desire information, college administrators need a record of progress and achievement, the practice teacher, himself, needs information pertaining to his strengths and weaknesses for personal growth in his chosen profession, and the supervisor makes use of them for guidance and remedial assignments. Besides term grades, evaluations are made on two types of forms. A permanent course rating sheet is prepared at the conclusion of the courses in practice teaching for each student covering personal qualities, scholarship, teaching techniques, and cultural development. The purpose of such sheets is to present a composite impression of the practice

RATING SHEET FOR A COMBINATION DEMONSTRATION-LECTURE IN SHOP WORK OR INDUSTRIAL DRAWING IN INDUSTRIAL ARTS PRACTICE TEACHING

Name of Practice Teacher_____ Date_____

Title of Lesson to be Presented_____

Pages or Chapter in Textbook_____

Textbook from which Lesson was Taken_____

Date Lesson is to be Taught_____

PREPARATION ON PART OF PRACTICE TEACHER

1. Degree assigned textbook material studied_____
2. Detailed lesson plan used?_____
3. List of materials and supplies used_____
4. Notes or outline of lesson used_____

THE DEMONSTRATION-LECTURE PRESENTED

1. Personal appearance_____
2. Words mispronounced_____
3. Voice: Excellent, Good, Fair, Poor,_____
4. Diction and enunciation_____
5. Correct use of tools_____
6. Skill in use of tools_____
7. Quality of finished work of demonstration_____
8. Introduction of lesson_____
9. The use of questions_____
10. Student participation_____
11. Assignment_____

teacher as seen through the eyes of the supervisor. Their reliability at times may be questioned, and some are found to be rather lengthy and involved, but on the whole have proved desirable.

In Industrial Arts, a rating sheet for classroom experiences of the practice teachers has also proved desirable. This sheet is not submitted to the director of practice teaching. It serves in the preparation of the term grade and course rating sheet, for guidance and remedial instruction, and to motivate the student teacher for adequate preparation and maximum teaching.

The Chapter Summarized. Little variation exists in college curriculum requirements for practice teaching due to State Department of Education requirements. Variation does exist, however, in the presentation of practice teaching courses in teacher education institutions of Oklahoma. One noteworthy difference is the use of laboratory, on-campus schools by two of the four colleges upon whose practices this paper is based, and the use of cooperating, public school systems by the other two. "To assist prospective teachers in gaining independence and ability as teachers in a natural and normal school situation under competent supervision" was found to be the principal objective of practice teaching courses, according to information from fifty-nine representative teacher education institutions (5, page 38). The cooperating school provides most nearly such a natural and normal school situation similar to that in which practice teachers will later do in-service teaching. Further, specialized subjects of general education, such as Industrial Arts, are frequently omitted in those laboratory schools which otherwise provide rather adequate practice teaching facilities in the traditional college preparatory courses. From the standpoint of teacher education in Industrial Arts, the cooperating school is superior to the laboratory school.

In the evaluation of the work of practice teachers, examples of rating

sheets used in different Oklahoma institutions are submitted. These are similar in purpose and items included, although that from the University of Oklahoma is somewhat more simplified and is easier to check.

Though subjective and therefore open to criticism as to reliability at times, rating sheets are found to be of distinct value. The desire of prospective employer for information, administrative record of progress and achievement, the value to the practice teacher in guidance and charting personal growth, as well as a basis for comparative term grades and remedial instruction are all purposes of the course rating sheet made for each practice teacher. Their value varies in accordance with the care, consideration, and judgement of the individual supervisor. A supplementary rating sheet for classroom experiences has also proved desirable in the Industrial Arts field. It has been found to be of additional value in assisting in motivating the student teacher to prepare adequately for each classroom lecture or demonstration. On the whole, term grades are not enough in the evaluation of the work of the practice teacher; rating sheets such as those presented in Part B have been found to meet the need.

CHAPTER IV

TECHNIQUES OF PRACTICE TEACHING

As in learning other things by doing the college student learns to be a teacher by teaching. It is doubtful if anyone could ever become a very skillful teacher just by theory alone. But mere experience is not enough, it must be supervised experience. A thorough knowledge of the techniques of teaching applied under expert guidance during the period of actual practice teaching is the best method of producing the quality of teachers needed for our public schools. In the introduction of his Hand Book for Supervisors of Student Teaching Harry A. Little (14, page 1) says, "Increased emphasis is being given to the education of all the people. The efficiency of our schools is dependent on the kind of teachers in them. The pre-service education of the teachers is justly receiving increased thought and attention from School officials. The most important single course in the pre-service education of teachers is student teaching."

Part A

Aims and Objectives of Practice Teaching

Many books and articles have been written concerning the training of teachers. The aims and objectives listed by these writers are similar except in detail. The specific aims can be listed under the following group headings: These are, (1) Personal Traits, (2) Classroom Management, (3) Pupil Problems, (4) Lesson Planning, (5) Teaching Techniques, (6) Professional Growth, and (7) Community Interest.

Personal Traits. The value of a good teaching personality cannot be

overemphasized. The statement "teachers are born rather than made" refers to certain native personality factors which are essential to the successful teacher.

In the book Observation and Directed Teaching in Secondary Schools by Maxwell and Reusser these statements are found. (17, page 35)

> Few subjects have received more consideration in the discussion than personality. It is an illustrative term and it connotes different ideas to different people. No other factor is more important from the standpoint of a teacher's success than his personality, but the word refers to so many different attributes applicable to any person that it is difficult, if not impossible, to make a general statement that will give a total picture of a teacher's personality.

A desirable personality which aids in the solving of management problems is an asset in teaching and helps form desirable relations between the teacher and the pupils, parents and the community.

It is impossible at present to state specifically what traits or characteristics make for success in teaching. Perhaps there is no one best teaching personality, but rather, many combinations of personal qualities may be desired in teachers. It is a very necessary thing that practice teachers study their own personal characteristics in the light of their influence on teaching, and that they strive to cultivate those qualities which seem most desirable, and reduce or eliminate those which are undesirable.

Aims Relating to Personal Traits. In the Maxwell and Reusser book, Observation and Directed Teaching in Secondary Schools, the following aims relating to the development of personal traits are listed as objectives of a special phase of practice teaching: (17, page 4)

1. To make the practice teacher conscious of the importance of personal traits, habits, and characteristics in teaching.

2. To help him to recognize which of his own personal traits may be desirable or undesirable for teaching.

3. To help him to overcome or to reduce any remediable handicaps he may possess and to cultivate his desirable traits.

4. To help him to appreciate the value of a teaching voice and to suggest means of improving the voice pitch, enunciation, rapidity, hesitancy, carrying power and speech defects.

5. To aid him to appreciate the importance of good taste in personal grooming and to give some training in such matters to those who may need it. Think of hair cuts, shoe shines, and shaves.

Classroom Management. Management problems are quite as important as teaching problems and are often as difficult to solve. Problems of classroom control and discipline are frequently causes of the failure of the teacher, partially because failure in discipline is so evident to the supervisor and partially because a certain amount of control must be maintained in order to provide for effective teaching. Other problems of management are more or less closely linked with classroom work and have their affect upon instructional activities. Good management makes teaching more effective, whereas poor management makes teaching more difficult or even impossible.

Aims Relating to Classroom Management. Aims relating to classroom management are found in Maxwell and Reusser's book, Observation and Practice Teaching in Secondary Schools. (17, page 5)

1. To show the necessity of and to develop some skill in maintaining a well managed, orderly, and interested class.

2. To develop some skill in carrying on the routine activities connected with the work of teaching.

3. To appreciate the need of and to develop some skill in setting up classroom conditions under which every pupil will be stimulated to engage in worth-while activities.

4. To develop appreciation of and skill in the use of teaching materials, equipment and supplies.

5. To develop some skills in management of extracurricular activities, school excursions, and so on.

6. To develop skill in recognizing situations of classroom disorders which may lead to more serious disorders, which may lead to more serious disciplinary problems, and to deal effectively with such situations.

Pupil Problems. All teaching has two basic centers: the subject taught and the pupil taught, and of the two the latter is of greater importance. There is a growing recognition of the fact that mass education is not achieving the results which should be attained in the school, and as a result the various plans or modifications of plans for adapting instruction to individual differences among pupils are becoming an acknowledged part of teaching procedure. All this calls for a thorough understanding of the nature, capacities, interest, social status and economic status of the home as well as the health, and future aspirations of each pupil. Practice teachers should appreciate the importance of these factors and should have some training in child psychology.

Aims Relating to Pupil Problems. The following aims relating to pupil problems are found in the book by Maxwell and Reusser, Observation and Directed Teaching in Secondary Schools. (17, page 6)

1. To give practice teachers an appreciation of the necessity of understanding their pupils as individual boys and girls, to ascertain their needs, to know their problems, and to appreciate their capacities.

2. To recognize the fact that the materials and activities of teaching must be adapted to pupil's needs and to help practice teachers make the necessary adjustments.

3. To appreciate the fact that in addition to learning the subject taught, the child is forming habits of conduct, of work, of social adjustments, of interest in school or the lack of it, and so forth, and that all these factors must be considered.

4. To recognize conditions of health and well-being and to become resourceful in setting up the proper conditions.

5. To develop the ability to see beyond the conditions of classroom order and control to the adjustments that pupils are making to the school and to the social situation.

Lesson Planning. The practice teacher must learn to realize the contributions his subject can make to growing young people and must so select and organize his material that the contributions may be at the maximum for the

group as a whole and for each individual. This involves the selection of certain portions of the subject matter for emphasis and the organization of the material on the basis of pupil experiences and previous knowledge.

Aims Relating to Lesson Planning. In Maxwell and Reusser's book, Observation and Directed Teaching in Secondary Schools (17, page 7), the following aims relating to lesson planning are given:

1. To develop an appreciation of the importance of sound scholarship in the teaching field in which the practice teacher has specialized.
2. To develop an appreciation of the importance of a broad knowledge of related fields and of current affairs.
3. To develop an ability to select and organize subject matter in the level of the pupils taught and to provide for individual differences.
4. To acquire knowledge of and ability to use the various source materials in the subject matter fields, such as reference, maps, books surveys, magazines, and pictures.
5. To acquire the ability to use the subject matter for the development of desirable attitudes, appreciations, and habits of the pupils, and to relate achievement to the broader purposes of secondary education.

Teaching Techniques. The selection and application of methods involves both a knowledge and an understanding of the principles of learning and teaching; it involves a comprehension of the outcomes sought in the teaching and of the nature of the learning products. Methods should not be conceived of as a "bag of tricks" from which the teacher draws the appropriate one; rather they are applications of the psychological principles of learning adapted to the needs of the individual pupils. It is highly desirable that teachers develop some resourcefulness in the use of methods and an ability to adapt them to the particular situations in which they are used.

Aims Relating to Teaching Techniques. Aims relating to teaching techniques are found in Maxwell and Ruesser's book, Observation and Practice Teaching in

Secondary Schools. (17, page 8)

1. To give the practice teacher some practice in the selection of methods of teaching which will favor the learning outcomes sought.

2. To develop some skill in the use of the various procedures which the student will enjoy.

3. To give some practice in the direction of the various learning activities of the pupils.

4. To habituate the practice teacher to the maintenance of high standards of work done by his pupils.

5. To develop some skill in the use of tests, in pupil diagnosis, and in the application of remedial measures.

Professional Growth. There is urgent need for elevating teaching to a higher professional plane. Teaching can be elevated more nearly into a live profession only as those who enter it become conscious of its professional possibilities and have disposition to raise it to higher levels. While the conditions and standards which surround teaching, such as salaries, amount of education and social and economic conditions are often very low and tend to reduce teaching to a "job" there is, nevertheless, much that teachers can do to raise teaching to higher professional planes.

Aims Relating to Professional Growth. In Maxwell and Reusser's book, Observation and Directed Teaching in Secondary Schools (17, page 9), the following aims relating to professional growth are given:

1. To develop the habit of further study in the field of specialization, in related fields, and in the professional field. Attend meetings, read and study books and magazines.

2. To appreciate the need for and to develop the habit of cooperation with other teachers, superintendents, and supervisors in the administration of the school program.

3. To appreciate the need for and to develop the habit of working with pupils, their parents, and other agencies in the community for the best interest of the school.

4. To recognize the agencies for professional growth and to develop the disposition to use these agencies in the community for professional advancement.

5. To recognize the agencies for the abundant good health of a teacher and to develop the disposition to engage in recreational activities which promote good health.

6. To develop a sense of high ethical standards for teachers.

Community Interest. There is, in small communities especially, a desire that the teacher do extra community service. Members of churches, organizations and clubs expect the teacher to work with them in various undertakings.

Aims Relating to Community Interest. In a paper entitled Teaching in the Weatherford Public Schools by E. P. Cecil and others (6, page 72) the following aims relating to community interest are given:

1. To make yourself a part of the community. To aid in the upbuilding of worthwhile things while you live there.

2. To meet your obligations as to taxes, donations, and special services.

3. To consider the community's success your success.

Conclusion. Educators are in general agreement on the aims and objectives of the practice teaching courses. The group headings are (1) Personal Traits, (2) Classroom Management, (3) Pupil Problems, (4) Lesson Planning, (5) Teaching Techniques, (6) Professional Growth, and (7) Community Interests. Responsibility exists in teacher education for the guidance or practice teachers within each of these areas. It is important that inspiration for the maintenance of professional growth be integrated in a practice teaching course as well as the study and use of lesson plans. Good classroom management makes teaching more effective, while poor management makes teaching difficult or even impossible. A complete knowledge of methods and techniques is not enough in itself. Practice teaching should also make the young teacher aware of the

pupil problems which exist within any group of students. Effective teaching must take into account individual differences. Persons completing a course in practice teaching should appreciate the necessity for understanding the nature, health, aspirations, capacities, interests, social and economic status of each individual pupil for maximum effectiveness in teaching. Practice teaching should emphasize the vital ingredient of teacher personality. Requoting Maxwell and Reusser (17, page 35), "No other factor is more important than personality." A course in practice teaching should give opportunity for self-evaluation and give guidance in cultivating desirable qualities and in reducing those considered undesirable. At least it should make the practice teacher conscious of those habits, traits, etc. having an influence upon teaching.

Part B

Organization of the Practice Teaching Course

The following recommendations for a teacher education course were made by Jacob I. Baugher in his dissertation entitled Organization and Administration of Practice Teaching in Privately Endowed Colleges of Liberal Arts. (3, page 96)

> The course should consist largely of class teaching, preparation of lesson plans, directed observation, direction of study periods, teaching of individuals or small groups, assistant work in laboratories, attendance at individual and group conferences, grading of papers, participation in school activities and projects, some professional reading, and last and perhaps most important, gathering, and organization of material of instruction in the department in which the practice teacher teaches. It is absolutely essential that a practice teacher start early in organizing subject-matter materials to aid him in making his teaching effective. In fact, the practice teaching work should cover the entire range of a trained teacher's duties. In this way only can teaching come to be considered a real profession, and practice teaching a thorough preparation for that profession.

Prerequisites of the Course. The practice teaching course should be

offered during the first semester of the senior year, and should be at least eighteen weeks in length; it should be at least a three semester-hour course, and should be preceded by the following courses: "Introduction to Teaching," "General Psychology," "Educational Psychology," "Tests and Measurements" and "Principles of Secondary Education." Each of these courses should have a credit value of three semester hours.

The Course. The practice teaching course should be accompanied by a two or three-semester-hour course in the technique of teaching or principles of high school methods, and should be followed during the second semester by a three-semester-hour course in philosophy of education. The practice teacher should meet his class every time the class meets, and should never stay for less time than a full class period. There should be a number of directed observations prior to the formal teaching of lessons, the number to be regulated by the individual needs of the student preparing to do the practice teaching. In fact, there should have been frequent observations of high school classes at work as part of the work of the student teacher in previous courses. This requirement applies to all professional courses but especially to courses which are an introduction to teaching and to educational psychology. Observation of class work and participation in various activities conducted by the supervisor in the high school, will also constitute a considerable part of the work in the course on principles of secondary education. Baugher makes these comments on the value of his practice teaching experiences. (3, page 96)

> No student expecting to teach in a secondary school should, as a rule, be exempt from practice teaching. If any exceptions are made they should be made for outstanding reasons. Mere teaching experience, however, is not an outstanding reason. An experienced teacher is helped very much by practicing under a good supervisor. Outstanding success as a teacher in some modern educational system might warrent making an exemption, if it is necessary to make exemptions. Some of the best teacher training institutions, however, allow no exemptions.

A Description of Practice Teaching Activities for Teacher Education in Industrial Arts at Southwestern Institute of Technology. The college student enrolled in teacher education courses in the cooperating school has a two-fold objective. He is to observe and to practice the teaching arts. The following requirements accomplish these objectives at the Southwestern Institute of Technology. An attempt is made to give the practice teacher insight and participation in the operation of the whole school as well as that of the shop. For the theory periods, Student Teaching by Schorling is used as a textbook. (22) This work is especially valuable in those sections devoted to planning and discipline. It contains suitable material for discussion concerning methods leading to desirable professional attitudes. Other sources from which collateral readings are taken are Teaching in the Weatherford Public Schools by E. P. Cecil and Others, (6) Teaching the Industrial Arts by Ericson, (8) and Student Teaching an Experience Program by Schorling, (22)

All practice teachers meet with the Director of Teacher Education in a weekly discussion which physically will have many of the characteristics of a class. Through this medium the director can present the educational philosophy of the institution better than indirectly through supervisors alone. Films on topics applicable to teaching procedures common to all fields are presented in the general conference of the director, rather than requiring each supervisor to duplicate work of his fellows. Better coordination of the practice teaching program as a whole and a practical approach to the needs and problems of the individual practice teachers will result through the weekly, personal contacts with the director which is required of all practice teachers. During the course of these weekly meetings, a guest superintendent from another school is invited to speak. His topic for discussion is, "What the Superintendent Expects of the Teacher in Service."

All practice teachers in Industrial Arts meet one hour per week with the Industrial Arts practice teaching supervisor in a weekly discussion dealing with the methods, techniques and problems common to teachers in this field. Topics for consideration will include starting the school year, shop records, care of equipment, class organization, teaching aids, safety instructions, lessons to be taught, demonstrations, lesson plans, individual instruction, textbooks to be used, testing, records to be made out for the principal's office, and closing the school year. Practice teachers are required to prepare reports on some phase of teaching shop work. In addition to this rather formal, class-like conference, individual conferences of indefinite length will be held with the supervisor at his discretion. These would be very informal and would vary with the problems and personality of each practice teacher. They should be held both before and after the practice teacher assumes the responsibility of class control.

For effective teacher education, it is necessary for the practice teacher to follow the continuity of a regular, daily high school Industrial Arts class. In addition to observation of the supervisor's methods of teaching, practice teaching will be done in this requirement. One or two short lectures will be given each week, preferably at the beginning of class periods. The practice teacher will prepare and present a lesson taken from the textbook being used in the particular class. During laboratory periods he will assist with individual instructions and classroom management. With the proper supervision he will be required to grade the projects made by the students. At the end of each six weeks periods he will be consulted as to the grades given each student. He will make and administer tests either after each lecture or at the end of each six weeks and semester periods. He will record all grades in the grade book, and make out the regular six weeks grade sheet to be turned in to the Principal's office.

The practice teacher must experience as many as possible of the routine duties expected of faculty members in the average Oklahoma high school. At his convenience, the following duties are expected: study hall duty, lunch room duty, attendance at a regular Parent-Teacher Association Meeting, help keep "gate" at an athletic event, attend a class meeting, and observe the procedure of the principal's office. The supervisor should direct the practice teacher in these activities, discussing some of the problems and responsibilities of them from the standpoint of a faculty member. This course has a credit value of four semester hours.

Conclusion. An outline of practice teaching requirements for teacher education in Industrial Arts, based on the actual practices in the Southwestern Institute of Technology cooperating school, was presented in Part B. Thus full significance is given to this quotation from Baugher (3, page 96), ".... the practice teaching work should cover the entire range of a trained teacher's duties." In addition to specified readings, conferences, and classroom observation, the practice teacher actually does the things an Industrial Arts instructor is expected to do in service. These include extra-curricular and management duties as well as instruction through lecture and laboratory teaching. Close guidance, supervision and correlation with other courses of the education curriculum are also features of this three hour course.

Part C

Planning the Practice Teaching Activities

Planning of both the long-range and daily activities of both teacher and pupil are vital to good teaching. The modern high school curriculum is crowded and more time for an expanding Industrial Arts course is not available. Each year the experienced teacher will assemble more information and techniques

that should be included in the course offered in this department. Therefore, planning is necessary if training and practice in the required skills of modern Industrial Arts courses are covered within the time limit of one hundred eighty days, less assemblies, basketball tournaments, band trips, football games, et cetera. Unnecessary efforts must be eliminated if the shop program is to be successful, and this can only be accomplished through adequate planning.

Better discipline will also result through planning. Students will be busy most of the time at useful tasks. A feeling of worthwhileness and accomplishment will permeate the class. Further, an instructor who knows what he is going to do next is confident and his class senses this feeling. Planning is as necessary as a rudder is to a ship. Shorling in his book, Student Teaching says: (22, page 87)

> The teacher is not the only person who needs to plan his work carefully in order to be effective. An attorney attempts to anticipate and prepare for every move in a court trial; the minister who holds his congregation visualizes the parts of the church service; the sales manager gives careful attention to every step in a proposed selling campaign; and the hostess plans the details of a successful dinner. Two of the best illustrations of planning in modern time are provided by radio programs and the football coach who prepares for the weekend games.

Planning the Daily Lesson. In order that the practice teacher may work toward a definite objective it is essential that the work be planned from day to day. The subject matter, the pupil, and the methods must be intimately related in the daily lesson plan. The needs of the pupils must always be kept in mind when selecting content and methods. The way in which the practice teacher plans and executes the daily lesson plan constitutes a test of the mastery of the art of teaching.

The beginning teacher who is learning to instruct through practice teaching is usually required to make plans of the most extensive type. Written lesson plans are required of each practice teacher for every lesson taught and they must be made in advance. Lesson plans in Industrial Arts work may be

divided into two kinds: The comprehensive or detailed plan, and the abbreviated or skeleton plan. Each student should make at least one detailed plan and several "skeleton" or abbreviated plans.

The following lesson plans are found in Ericson's Teaching the Industrial Arts (8, pages 69-74). These plans may be used by the practice teacher as examples. In the opinion of the writer these are very good lesson plans.

A COMPREHENSIVE TEACHING PLAN IN SHOPWORK

School:_____ Teacher:_____

Grade:_____ Supervisor:_____

Course:_____ Date to be used:_____

I. Objective: To enable students to learn correct use of the marking gauge and to acquire practice in manipulating it.

II. Tools and material used:
1. Standard marking gauge for woodworking.
2. Chart showing disassembled gauge and names of parts.
3. Chart showing various types of gauges and their development.
4. Piece of stock for practicing.
5. Working drawing of footstool.
6. Legs and rails of footstool ready for laying out mortise and tenon.
7. Rule.
8. Try square.
9. Pencil.

III. Preparation (developing proper mind-set in learner):
1. The marking gauge is one of the tools most commonly found in the tool kit of all woodworkers. Is one of the oldest tools used.
2. Historically, it has passed through various stages of development as shown by charts available.
3. The value of the marking gauge is that it furnishes an accurate method of making lines on wood parallel to the edges of the stock. It makes it possible to mark for thickness, width, etc., much more accurately than with rule and straightedge and more rapidly.
4. The marking gauge is not so easy to handle, however, as it might seem to be when a skilled workman uses it. For this reason it is advisable to observe the procedure carefully and then practice on waste stock until the necessary skill has been acquired.
5. Many different kinds of gauges are used in trades and industries, such as thickness gauges, wire gauges, depth gauges, etc.

IV. Presentation (procedure in teaching):

(This lesson is taught by demonstration)

1. The functional parts of a marking gauge are head beam (marked in inches and fractions), thumbscrew, and spur, as shown on chart available.
2. The head is movable on the beam and is fastened at any desired position by the use of the thumbscrew.
3. To set the gauge, move the head to the dimension desired, according to the markings on beam, and tighten the thumbscrew.
4. Now check the accuracy of the set-up by measuring with the rule the distance between spur and beam. This is necessary because the spur may be bent from its original position.
5. A more accurate check may be had by testing the gauge on a piece of scrap stock and measuring with the rule upon the stock.
6. When in use, the gauge is held in the right hand with the head in the palm of the hand as if holding a ball or similar object. The thumb is extended along the beam (as shown by the instructor).
7. The stock is held in the left hand, with one end usually resting against the bench stop or bench hook.
8. Always have stock face marked and run the head or the gauge against the face of the stock.
9. Relax the muscles of the right hand in order to feel the gauge running flat against the stock the whole length of the stroke.
10. The stroke is made away from the operator.
11. It is advisable for the beginner to make a light line with the first stroke and to reinforce it with an additional stroke or two.
12. The line made by the marking gauge may be made more visible by running a sharp pencil along the groove made by the spur.
13. When marking several members of a project such as mortise-and-tenon joints for doors and frames, be sure to mark all pieces before resetting the gauge.
14. Care must be taken not to bend the spur of the gauge, causing the gauge to become inaccurate.

V. Application and assignment (learner applies new instruction as assigned):
   1. Instructor asks appropriate questions to make sure that learners understand presentation and how to apply it to new task.
   2. Instructor points out direct application of presentation to immediate learning needs of students.
   3. Students will practice gauging on scrap stocks until technique is established.
   4. Students will proceed to gauge legs for footstool to require dimensions under close supervision of teacher.
   5. Individual assistance is given wherever needed.

VI. Checking and testing:
   1. Each student will present practice gauging on scrap stock for approval before proceeding with actual work.
   2. Instructor will check marking on actual work before student planes the legs to size.
   3. General difficulties will be reviewed in subsequent lesson, or if too serious, the class is called together again for discussion and further explanations.
   4. Students may be given the responsibility for checking their own and their fellow students' work. (8, pages 69-74)

It should be kept in mind that there must be some form of organized procedure thought out before the work is to be presented, and this procedure should be based upon the need as established through an analysis of the instruction unit. As has been suggested previously, after much practice the instructor becomes able by habit to keep much of this in mind and do much of the recalling and organizing in the presence of students. An abbreviated form of lesson plan which may be expected from all teachers is included here. This teaching plan is to be found in the Ericson book, Teaching the Industrial Arts.

ABBREVIATED TEACHING PLAN

Grade:_____ Date used:_____

Course:_____

I. Topic to be covered: The Use of the Marking Gauge.

II. Tools and materials needed:
1. Marking gauge.
2. Charts.
3. Practice stock.
4. Legs and rails of footstool.
5. Working drawing of footstool.
6. Rule.
7. Try square.
8. Pencil.

III. Preparation:
1. Importance of marking gauge in woodworking.
2. Historic development of gauge.
3. Skill needed for using gauge.

IV. Presentation (demonstration by teacher):
1. Names of principal parts of gauge.
2. Operating thumbscrew.
3. Methods of checking for accuracy.
4. Holding stock.
5. Holding gauge.
6. Reinforcing line with pencil.
7. Care of gauge.

V. Application and assignment (student work).
1. List of questions to check understanding and indicate application of real job.

2. Learner will set gauge to $\frac{1}{2}$" and make line on practice piece.
3. Do the same for 5/8", 3/4", and $1\frac{1}{2}$".
4. Learner will gauge legs of footstool to size.

VI. Testing:
1. Check gauging on practice piece.
2. Check set-up on gauge before student marks finished work.
3. Students will check work of other students.
4. Names of parts of gauge will be checked in written test with other tools included.

Conclusion. Planning is vital to successful teaching. The crowded curriculum, the conflicts created by the extra-curricular program and the reduction of discipline problems all necessitate carefully planned Industrial Arts courses. Further, confidence on the part of the instructor results from adequate planning. Ericson's lesson plans (9, pages 69-74) are used as models in the field of Industrial Arts. Practice teachers are encouraged to prepare plans of similar quality for their respective units. Besides the complete comprehensive type presented, and abbreviated form is also given for use by the practice teacher as skill and experience give proficiency and confidence in classroom techniques.

Summary. "The most important single course in the preservice education of teachers is student teaching." Harry A. Little made this statement in his Handbook for Supervisors of Student Teaching (14, page 1). An analysis of the scope of the course, establishing the basis for such a statement, was presented in Part A through a discussion of the aims and objectives of such courses. Agreement of all authorities consulted was found with regard to the seven major headings, difference existing only in details. The aims were discussed under the following headings: (1) Personal Traits, (2) Classroom Management, (3) Pupil Problems, (4) Lesson Planning, (5) Teaching Techniques, (6) Professional Growth, and (7) Community Interests. All were found to be essential in any program adequately preparing practice teachers for service in the field.

Part B. summarizes the practice teaching requirements in Industrial Arts,

basing the program upon actual practices found in the Southwestern Institute of Technology cooperating school. The collateral readings required, conferences scheduled, practice teaching required of the practice teacher, and duties other than laboratory and lecture experience were enumerated. The relationship of practice teaching in the educational curriculum was also reviewed in Part B.

The chapter was concluded in Part C with a discussion of the necessity for planning in successful teaching. Ericson's lesson plans (3, page 69-74) were included as models used by the practice teachers in Industrial Arts. The chapter, on the whole, gives the aims, procedures and techniques of a course in practice teaching which meets the modern needs of teacher education in Industrial Arts.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study on teacher education in selected Oklahoma colleges has proved of personal value to the writer. It has resulted in considerable self-evaluation as a supervisor of teacher education in Industrial Arts. Through reanalysis of the basic objectives of practice teaching (Part A, Chapter IV), a more objective viewpoint and a better day-to-day application has been achieved. In the field of Industrial Arts, a greater appreciation of its objectives and possibilities as applied to moderate sized communities in Oklahoma has been realized. Other valuable results have been (1) a greater recognition of the importance of careful evaluation in the work of practice teachers (Part B, Chapter III), (2) a renewed realization of the vital nature of planning (Part C, Chapter IV), and closer scrutiny of course organization (Part B, Chapter IV), (3) through the incorporation of a "mental check-list", greater care in classroom techniques, (4) a more vital conference program through greater knowledge of items others have found needing stress (especially in Chapter IV), and (5) from the study of practices in three other colleges, new ideas and techniques which may prove adaptable in the writer's environment. Of significance is a new consciousness of the position of a supervisor; that the responsibilities of a supervisor are of a truly vital nature in the total program of teacher education and that this realization cannot but result in better supervision.

No one could fail to appreciate the work of Oklahoma educators in striving to meet the responsibility for the preparation of teachers if they could but investigate the four colleges of this study as the writer has. All persons

involved seem to be striving sincerely to develop institutions which adequately serve the needs of the profession. Teacher education in Oklahoma must keep abreast of the contemporary trends and attempt to anticipate the need of the future. However, physical facilities and budgets are somewhat limited in some of the institutions of higher learning. Several differences were noted in the methods employed to achieve these ends in the colleges surveyed. Probably the most significant difference was in the use of the cooperating school and laboratory school. (Discussed in Part A, Chapter III)

Cooperating School Recommended. "To assist prospective teachers in gaining independence and ability as teachers in a natural and normal school situation under competent supervision" was found to be the principal objective of practice teaching courses. (5, page 38) The cooperating school provides most nearly such a natural and normal school situation, being similar to that in which practice teachers will later do in-service teaching. Further, specialized subjects of general education, such as Industrial Arts, are frequently ignored in those laboratory schools which otherwise provide rather adequate practice teaching facilities in the traditional college preparatory subjects. From the standpoint of teacher education in Industrial Arts (as previously stated in Chapter III), the cooperating school is probably superior to the laboratory school.

On the other hand, the laboratory school possesses two advantages which may be considered as justification for the use of this type of practice teaching environment rather than that of a cooperating school. First, the laboratory school is built around the specific needs of teacher education with emphasis upon the teaching of teachers rather than upon the teaching of secondary school pupils. Secondly, using the statement of Cloyd Anthony, Head of the Department of Teacher Education at Indiana State Teachers College,

"Perhaps the most significant argument in favor of a campus school is the greater control which the college has over such a school, and the increased freedom of use which this control assures...It must emphasize most the function which, thus far, it has emphasized least--experimentation." (2, page 21)

While agreeing that there is a place for educational experimentation, the writer, however, feels that a school in which practice teaching is conducted does not have "experimentation" as its major purpose. The principle purpose of such a school should be to provide the best possible environment for the production of fine teachers. And that can be found in the better examples of Oklahoma public schools, "otherwise the graduates will not be adjusted to the situations they will encounter when they go into the field." (15, page 345) Even the disadvantages of the cooperating school (as pointed out in Part A of Chapter III) prove to be of minor significance or even of advantage when viewed in the light of presenting a real-life teaching experience to the novice. The heavy loads and the extra-curricular duties he observes become an interesting challenge. In the cooperating school, the practice teacher sees that educational theory goes hand-in-hand with practice. There is a psychological feeling of reality in the average cooperating school which is somewhat lacking, or at best synthetic, in the average laboratory school.

From the standpoint of Industrial Arts teacher education, the laboratory school probably fails to provide a suitable practice teaching environment. If the college shops are used, either college students would be the pupils or the shops would be used by secondary students a portion of each day. College students are not the psychological age group suitable for preparing the practice teacher in the secondary level. Even unskilled college freshmen would not be suitable for this type of work. If the laboratory school pupils use the college shops a portion of the day for secondary level pupils, the college involved

would be failing to make maximum use of its facilities for the college Industrial Arts students.

Another limitation in the use of the college shops is the fact that they have far too much equipment to provide a typical environment for the future secondary teacher. Instead of five lathes for five pupils, the practice teacher needs to consider the problem of two lathes for twelve pupils; instead of an air conditioned finishing room, he needs to consider the problem of a finishing room adjacent to the main shop or no finishing room at all. The alternative for the use of college shops is that of establishing complete shops in the laboratory school and employing an instructor qualified for supervision of practice teachers. As previously stated by Paul N. Wenger, Head of Industrial Arts Department of Teachers College of Connecticut, "The success or failure of the teacher training program depends largely upon the individual faculty members, ... the equipment and supplies, and the physical plant." (23, page 41) Therefore, the cost would be prohibitive for Industrial Arts in the laboratory school if the level of the average cooperating school were attained. Even if the per capita cost were considered unimportant, the limited enrollment found in Oklahoma's laboratory schools would fail to provide truly typical school situations for the practice teacher in Industrial Arts.

It is recommended that those colleges maintaining laboratory schools make use of the public schools of their respective communities in Oklahoma. The funds now allocated for laboratory school maintenance should be diverted into improvement of the cooperating public school facilities and the obtaining of master teachers with Master's Degrees in each department. The recommendation for use of the local public school is not made with the idea of economy in mind, the appropriation for practice teaching facilities should remain the same. If expenditure is approximately equal, laboratory schools cannot justify

their claim to superior quality instructors. Especially in the field of Industrial Arts, district owned equipment plus the supplemental aid of the teacher education program of the connecting college would provide a teaching environment in the cooperating school practically impossible for the laboratory type of school to equal. Further, normal sized classes through the whole gamut of Industrial Arts courses is a feature of the cooperating school unlikely to be attained in any laboratory school in Oklahoma.

If the essential purpose is "experimentation," then the writer will join in acclaiming the laboratory school as best for teacher education in Oklahoma. However, the writer believes the evidence indicates Clifford L. Bishop of Northwest Missouri State Teachers College is correct when he states that the purpose is:

> ... to provide for the professional development of the young teacher through a close integration of theory and practice.....to provide a better understanding of children as well as better means of confidently helping them toward their goals of learning and life.....to supply the need for better induction of the teacher into teaching while under careful supervision.....to develop a greater ability to apply a sound philosophy of education which would broaden the outlook and sharpen the ideas of the prospective teacher.....purposes that can not be carried out so well by any other means of directed teaching.....than in a cooperating-type of public school. (4, page 43)

The writer further agrees with the findings of Bishop's survey of fifty-nine teacher education institutions, that practice teaching is: "To assist prospective teachers in gaining independence and ability as teachers in a natural and normal school situation....." (5, page 38) In Oklahoma, this can probably be achieved best in a cooperating school.

Curriculum Changes Recommended. Present college curricula in the four selected colleges used in this study exhibit little variation. In conjunction with the natural limits of how much can be crowded into a four year course, is the constrictive nature of the State Department of Education certification

requirements. The key to curriculum revision (as developed in Chapter II) is through action of the State Department of Education in revising certificate requirements. The college curricula will adjust readily to present needs if the state certification requirements are satisfactorily modified to meet Oklahoma's modern needs in Industrial Arts Education, but it will be difficult if not impossible to adjust college curricula to such needs if state regulations are maintained on an antiquated status.

Present state requirements have been of value in providing standards for the past and present. They did not retard the expanding Industrial Arts program, but rather, laid a firm foundation for the present. Yet the possibility of their improvement does exist, as previously mentioned in this study. An indication of this need for reexamination is indicated by the work of the State Advisory Committee for Industrial Arts. This qualified group of leaders in the field has proposed certain changes in the prescribed curriculum leading to certificates in Industrial Arts which were presented, discussed, and compared with present requirements in Part B, Chapter II. Also presented in Part B, Chapter II, was a suggested plan proposed by the writer. This latter plan is submitted for consideration as suitable for adoption in Oklahoma.

The basic difference between the writer's proposals and those made by the State Advisory Committee is in emphasis. The committee recommends the selection of minor fields, but includes woodworking, industrial drawing, and general shop. Evidently the purpose of the minor fields, from an examination of the lists, is to broaden the Industrial Arts program on the secondary level, yet the inclusion of woodworking and industrial drawing as optional minors defeats this purpose. Rather than encourage diversification, the writer indicated (in Part B, Chapter II) how this plan might actually tend to limit the majority of Industrial Arts majors to the traditional fields of

woodworking or industrial drawing. As previously developed, the majority of highschool graduates from traditionally organized shop backgrounds would naturally hesitate to specialize in fields in which they are relatively unfamiliar. Therefore, the writer's plan eliminated woodworking and industrial drawing from the minor lists with the objective of forcing a minor selection of automotive mechanics, electrical work, metal work, or machine shop. Since the core of present high school Industrial Arts is still woodworking and drawing and every instructor must be well qualified in these fields as a first condiseration, the writer's plan gives greater emphasis to required courses in these fields than does that of the State Advisory Committee. The "General Shop" course is also eliminated from voluntary selection as the modern conception of Industrial Arts requires knowledge of general shop techniques by all seeking to qualify for teaching certificates in the future. The argument that most shops are not now equipped for general shop courses is not justified as graduates should be prepared for such equipment as it does become available. Further, if they are so educated, their requisitions will tend to so equip their shops; while if limited to the traditional background, as the State Advisory Committee proposals will permit and even encourage, their requisitions will only be for "more lathes, drawing boards, and glue pots."

One proposal of the State Advisory Committee which is included in the writer's plan is that Occupational Guidance be required. Since no faculty member with the exception of the principal has as much opportunity to weigh the vocational possibilities of students as does the Industrial Arts instructor, such education as this course would provide has been long overdue. However, two courses deemed elective by the Committee--Methods of Teaching Industrial Arts, and Organization and Administration of Industrial Arts--also would be required in the plan. (Justification presented in Part B, Chapter II).

It is recommended that the State Department of Education and the State Advisory Committee for Industrial Arts consider the suggestions and proposed plan of curriculum leading to teacher certification in Industrial Arts as presented in Part B, Chapter II, of this study. A detailed plan was outlined, with justification for each principle variation from existing and/or State Advisory Committee proposed requirements.

One must agree with Paul N. Wenger, Head of Industrial Arts Department of Teachers College of Connecticut, that one of the important factors in the success or failure of a program of teacher education is the curriculum. (23, page 41) If curriculum study reveals necessity for revision to assist in providing a dynamic program of Industrial Arts Teacher Education, the profession is confident that it will be satisfactorily accomplished by progressive educators in Oklahoma.

APPENDICES

A. A Selected Bibliography

B. An Admonition to Student Teachers (Authorship unknown)

C. Instruction From A Supervisor to Student Teachers (by Richard House, Supervisor)

D. An Outline of General Conferences of Student Teachers for an Academic Year

APPENDIX A

A Selected Bibliography

A SELECTED BIBLIOGRAPHY

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APPENDIX B

An Admonition to Student Teachers

(Authorship unknown)

AN ADMONITION TO STUDENT TEACHERS
(Authorship Unknown)

TAKE TIME!

1. TAKE TIME to be ready to teach. Allow yourself enough time each morning that you will not have to hurry in getting yourself ready. Come to school early enough so that you may spend a few minutes with your fellow teachers, check and arrange your room attractively, and sit down at your desk a few minutes to contemplate the day's activities.
2. TAKE TIME to plan your work. A teacher without plans is like an architect without blueprints.
3. TAKE TIME to make an assignment that can be understood and followed by every student in your class.
4. TAKE TIME to check the work of your students. The student has a right to know the mistakes he has made in his outside the classroom work and your evaluation of that work.
5. TAKE TIME to review the work of the hour at the end of the period. Be sure that this a vital part of the recitation.
6. TAKE TIME to stay in your room at the end of the school day to allow your students to come to you and talk over their problems.
7. TAKE TIME to come to see your principal whenever you have problems. Perhaps you can solve the problems together.
8. TAKE TIME to know your students from your own standpoint and not on the basis of another teacher's opinion. Don't enter a classroom with a prejudice against a class or an individual boy or girl.
9. TAKE TIME to keep your records in good order and up-to-date.
10. TAKE TIME to be healthy, good humored, and wide awake, eager for the activities of the day.

11. TAKE TIME to do a little studying each day. Spend at least an hour reading a first-class newspaper, magazine, or up-to-date book.

12. TAKE TIME to attend professional meetings. You should know the people who are active in your field and be acquainted with their beliefs and practices. Who are ten big men in your field in the United States? What is their philosophy?

13. TAKE TIME to be on time for every scheduled school activity. To be on time you must be ahead of time.

14. TAKE TIME to do thoroly everything required of your position. Teaching is a fulltime profession that requires consecrated effort and all the intelligence and resourcefulness of the most brilliant, the best trained, and the most devoted men and women in every community.

APPENDIX C

Instruction from a Supervisor to Student Teachers

(by Richard House, Supervisor)

For Teachers-In-Training: (Supervisor: House)

Conferences: On Tuesday at 8:00 a.m. are scheduled the regular conferences for trainees and supervisor. Both before and following each trainee's classroom practice, conferences are to be held (arranged at trainee's convenience). In case a conference is missed, it is to be made up at the earliest possible time which is mutually convenient.

Amount of practice teaching expected: If trainee has had limited or no experience as a teacher, a single day (with assignment on previous day) will be his first classroom project.....Then, later, two units at separate intervals will be expected. The object of this course, after all, is to get as much classroom experience as possible, without the high school students suffering.....therefore, the trainee will not necessarily be limited to these two units only. After a feeling of confidence (on both the part of trainee and supervisor), you may be called upon to fill-in a day or two at a time if the supervisor's over-all school program requires such help.

Responsibility: You are expected to assume the responsibilities of a faculty member while in our school. In the classroom that means you are to feel free (in fact, obligated) to correct things you see needing some correction.....You may be assured that such activity will not go unnoticed by the supervisor.....Adjust windows or heat, assist students in study, help students keep floors free from paper, suggest better order or good school etiquette if occasion demands, etc. (Some phases of this will be discussed in an early conference). Understand that this assumption of responsibility (as well as above teaching time) is not an effort to shift responsibility.....but to truly assist you in being and feeling a part of the faculty, to provide as many typical situations of the classroom as possible, etc.

Workbook: Keep all study sheets and mimeo quizes prepared by supervisor for the high school students. File all outlines and bulletins issued by supervisor. Keep copies of your own lesson plans and tests (and, if possible, copies of those prepared by other trainees). Notes on conferences which may be of value later--these are not expected to be extensive or in great detail. Anything which will contribute to teaching this subject better will have a place in your workbook.....for example: information on current workbooks, outstanding reference works, good map or film lists, etc.
Note: This workbook is not to be a burden--but a help, if possible, in teaching next year. Of course, the lesson plans, study sheets, quiz questions, etc. will not be perfect.....but they can serve as a basis for instruction by improving them and adapting to your needs.

Readings: Besides the special reading in the subject matter field you will find necessary in preparation for teaching, the trainee will be expected to read some on general methods, techniques, classroom problems, and the teaching of this field. Keep a record (not in detail) of all such done for this course. Obtain the use of a copy of "Teaching in The Weatherford City Schools," a manual for the training of teachers at Tech. Your first

assignment is to read (a) p. 58, (b) bottom p. 82 to p. 86, incl., and (c) pp. 63-98.
Obtain copies (or locate for loan purposes) these two books: Student Teaching by Schorling and Teaching the Social Studies by E. B. Wesley. (Readings will be discussed in conference)

APPENDIX D

An Outline of General Conferences of Student Teachers for an Academic Year

Teacher Training
Southwestern Tech

E. P. Cecil
Director
Training School

GENERAL CONFERENCES

STUDENT TEACHERS - SECONDARY EDUCATION
Thursdays 8:00-8:50 a.m.
Conference Room - High School

Date	Subject	Speaker or Director
Sept. 18	Outline of Course	Cecil
Sept. 25	Classroom Control	Cecil
Oct. 2	Better Teaching Through Use of Current Materials	I. D. Cates
Oct. 9	Unit Method in Teaching	Dr. S. R. Emmons
Oct. 16	Class will Not Meet	
Oct. 23	Films - "The Teacher" and "Some Principles of Teaching"	Cecil
Oct. 30	Films - "The Lesson Plan" and "Make Your Chalk Talk"	Cecil
Nov. 6	Our College President Speaks	R. H. Burton
Nov. 13	Audio-Visual Equipment	Cecil
Nov. 20	School Superintendent Speaks	Invited Guest Supt.
Nov. 27	Thanksgiving Vacation	
Dec. 4	Extra-Class and Community Responsibilities	W. H. Burress
Dec. 11	Examinations	L. W. Good
Dec. 18	Visit to Neighboring Schools	Cecil
Jan. 8	Professional and Personal Growth	Burress, Good, Cecil
Jan. 15	Open Forum Discussion	Cecil

Teacher Training
Southwestern Tech

E. P. Cecil
Director
Training School

GENERAL CONFERENCES

STUDENT TEACHERS - SECONDARY EDUCATION
Thursdays 8:00-8:50 a.m.
Conference Room - High School

Date	Subject	Speaker or Director
Jan. 29	Outline of Course	Cecil
Feb. 5	Classroom Control	Cecil
Feb. 12	Better Teaching Through Use of Current Materials	I. D. Cates
Feb. 19	Unit Method in Teaching	Dr. S. R. Emmons
Feb. 26	Class will Not Meet	
Mar. 4	Films - "The Teacher" and "Some Principles of Teaching"	Cecil
Mar. 11	Films - "The Lesson Plan" and "Make Your Chalk Talk"	Cecil
Mar. 18	Our College President Speaks	R. H. Burton
Mar. 25	Audio-Visual Equipment	Cecil
Apr. 1	School Superintendent Speaks	Invited Guest Supt.
Apr. 8	Visit to Neighboring Schools	
Apr. 15	Extra-Class and Community Responsibilities	W. H. Burress
Apr. 22	Examinations	L. W. Good
Apr. 29	Visit to Neighboring Schools	Cecil
May 6	Professional and Personal Growth	Burress, Good, Cecil
May 13	Open Forum Discussion	Cecil

Typist: Grace Peebles