

GROWTH OF STUDENT TEACHERS OBSERVED  
IN OFF-CAMPUS TRAINING CENTERS

STRATHMORE PARCHMENT

100% PAC U.S.A.

GROWTH OF STUDENT TEACHERS OBSERVED  
IN OFF-CAMPUS TRAINING CENTERS

By

SUSAN DAUGHERTY NAVARRO

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1938

Submitted to the Department of Home Economics Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the degree of

MASTER OF SCIENCE

1941

STRATHMORE ARCHIVE  
100% MADE IN USA  
LIBRARY  
A. B. W. COLLEGE  
STILLWATER, OKLA.

OKLAHOMA  
AGRICULTURAL & MECHANICAL COLLEGE  
LIBRARY  
OCT 6 1941

APPROVED BY:

Millie V. Pearson  
Chairman, Thesis Committee

Wm. J. Falck  
Member of the Thesis Committee

Millie V. Pearson  
Head of the Department

W. B. M. Falck  
Dean Graduate School

## ACKNOWLEDGEMENT

Without the guidance, inspiration, and encouragement of Miss Millie V. Pearson, Head, Home Economics Education Department, this study could not have been undertaken. To her the writer wishes to express sincere gratitude. Acknowledgement is also made of the very helpful contributions of all others concerned with the study, especially Miss Katharine Kunler.

## PREFACE

The following study is not intended to be a quantitative or qualitative analysis of a particular situation. It is an attempt to record the trend of thought shown in the compiled expressions of all those individuals who were concerned with the off-campus phase of the education of prospective teachers at Oklahoma Agricultural and Mechanical College. An attempt was made to check in terms of previously accepted objectives for evidence of change in attitudes and behavior, neither of which is easily recognizable nor easily evaluated. Groups of educators working together in this modern world are directing educational effort toward these complex, intangible qualities. Therefore, an attempt to evaluate the experience by studying its effect upon the students who participated, seems an intelligent goal. This point of view is further supported by the following quotation:

"Although means of measuring change in some desirable types of behavior are extremely limited, evaluation needs to be made. The very informal and subjective appraisal of the teacher based upon her daily observation of the pupil, in class and out, may have to be used in some cases in place of a more formal, highly objective and commendably precise type of measurement. Furthermore, for some of the more intangible objectives, such as permanent interest in homemaking, valid evidence may be secured only over a period of months or years. Scraps of evidence that can be secured by informal observation of daily living in the home may have to suffice for this objective. In spite of these difficulties an effort should be made to estimate pupil growth toward all the important objectives."<sup>1</sup>

<sup>1</sup> Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, p. 297.

In the belief that the informal, spoken work is one of the few means by which man may gain insight into the thoughts of another, the writer has undertaken the following study.

S. D. N.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT -----	iv
PREFACE -----	v
INTRODUCTION -----	1
RELATION OF HOMEWORKING TO THE GENERAL PROGRAM -----	4
PLANNING THE PROGRAM -----	7
SURVEY OF THE OPPORTUNITIES FOR GROWTH -----	21
GROWTH OF STUDENT TEACHERS IN OFF-CAMPUS TRAINING CENTERS -----	35
CONCLUSIONS -----	65
IMPLICATIONS -----	68
BIBLIOGRAPHY -----	71
APPENDIX -----	73

## INTRODUCTION

No existing social order stands without a challenge. Our country came into being as a protest against the institutions of an earlier day, and the challenge inevitably grew as the nation increased in strength, complexity, and supremacy.

Although the principles of democracy upon which our nation was founded are still cherished by a majority of Americans certain interpretations of "freedom" have brought this country into a state of confusion.

Judging from behavior in group action, some minds still hold to the pioneer spirit of rugged individualism, or, every man for himself against all sorts of natural physical obstacles; other appear to believe that democracy is based upon a survival of the fittest, economically and politically. Neither of these interpretations seem to offer practical guidance for resolving the state of confusion which now exists in our social order.

Therefore, leading educators of today are interpreting the ideal of democracy to mean that form of social organization which consciously fosters on the part of all men "intelligent participation in the creation of values to which men in co-operative action give allegiance."<sup>1</sup> This defining of democracy implies a belief in a social order which is founded on the respect for the personality of each individual; which places high value upon the freedom of thought, study, discussion, and dissemination of information; and which is based upon a belief in the intelligence of the common man.

---

1 "An Approach to a Philosophy of Education," A Tentative Report of the Committee on Philosophy of Education appointed by the Progressive Education Association, September, 1938. Revised Edition.



That this belief must be woven into a pattern of living in a functional way, is supported by the organismic concept of growth. This point of view "can be summed up in certain fundamental concepts for the stating of which John Dewey deserves the chief credit;

\_\_\_\_\_ human experience is unified and continuous;  
 \_\_\_\_\_ there are no separate traits; ends and means, character and conduct, motive and act, will and deed--all are continuous;  
 \_\_\_\_\_ hence all dualistic interpretations of experience are fallacious;  
 \_\_\_\_\_ meaning is conceived of as responses, and experience is the integration of those;  
 \_\_\_\_\_ there are no separate instincts; instead an indefinite number of original or instinctive activities .....are organized into interests and dispositions according to the situations to which they respond. Will is thus not something opposed to consequences or severed from them. It is a cause of consequences.  
 \_\_\_\_\_ Knowledge is not to be separated from action as has been done in the constant dualism of 2000 years of philosophic discussion."<sup>2</sup>

Since the term "social" cannot be used without implying the relationship of parts to the whole, and their interrelatedness; then, any attack, query, or challenge of a social order becomes in reality an attack upon those who make up society and focuses attention upon those who accept responsibility for helping others to understand forces operating in society. Thus the teacher as interpreter of our cultural heritage, an exponent of daily living, and a guide to future living, is in a critical position today. One has only to glance at current educational literature to realize that the general public is placing upon the schools much of the responsibility for helping the individual to interpret democracy and to translate the meaning into living. Fortunately some educators believe that "Democracy, like swimming, requires practice as well as theory."<sup>3</sup> These are advocating dynamic

<sup>2</sup> Harold Rugg, Editor, Democracy and the Curriculum, p. 241.

<sup>3</sup> Boyd H. Bode, How We Learn, p. 273.

methods of teaching democracy rather than mere memorization and recitation of rules and principles which, like the magic carpet, carries one momentarily into a land of make-believe learning and then suddenly sets him back into a world of regimented reality. However, before one can help others to act democratically, he must have a thorough and analytical understanding of the basic principles of the democratic theory, and have incorporated this ideal into his personal and social philosophy.

To overlook such a method were to automatically disregard man's unique intelligence or his ability to reason and to arrive at conclusions. In the words of another: "The sole direct path to enduring improvement in the methods of instruction and learning consists in centering upon the conditions which exact, promote, and test thinking. Thinking is the method of intelligent learning, learning that employs and rewards mind."<sup>4</sup>

In brief, the adult (parent or teacher) cannot be expected to be a democratic leader unless he finds the opportunity to study and to practice the many phases of democratic living and consciously accepts "democracy as a way of life".<sup>5</sup> Nor can the younger students, tyros of democracy, be expected to grasp readily the meaning of the ideal unless the teacher herself is an intelligent, contributing, and participating member of a democratic social and economic order. Belief in the above assumptions has definitely shaped this study.

<sup>4</sup> John Dewey, Democracy and Education, p. 179.

<sup>5</sup> Boyd H. Bode, Democracy as a Way of Life.

## RELATION OF HOME MAKING EDUCATION TO THE GENERAL PROGRAM

In the overlappings of the many different fields of learning, there continues to appear a composite which might be termed the "personal-social area" in education. This area deals with the more personal relationships of the individual; those relationships within his own home and family life, his physical and mental well-being, and the adjustment of the self into the greater social world. Centering as it does around the individual developing within the home and the relation of the home to the greater social order, this area is the chief concern of the homemaking teacher.

Whether the world is in order or in chaos, through history the home has persisted as a foundation to society and present day writers are "giving concrete expression to the oft quoted phrase, "The family is the bed rock of society."<sup>1</sup> Yet, there are periods in various civilizations when outside forces indirectly tend to destroy home and family life. The machine age in America is unquestionably such a period. Oddly, however, it also has given us means with which to re-focus our attention on home and family life. "For the first time in history, man is headed toward time and knowledge enough to build a rich and fruitful home life if he will but use them for that purpose."<sup>2</sup>

The homemaking teacher today believes not only in the value of the home as a sub-structure in society as a whole, but more specifically that the home is the matrix of individual personality. By the time the public school receives the child, the role of the school is that

1 American Association of School Administrators, "Education for Family Life," 19th Yearbook, February, 1941. ?

2 Ivol Spafford, A Functioning Program of Home Economics, p. 85.

of a stepmother, not the real, or first mother. Personality habits, many of which will be lifelong, have already been formed. If society is to rest its case with the individual, then it must concern itself with every stage of personal growth. The homemaking teacher by working with the family members of all ages; adults, adolescents, children, and infants, within the environment of both the home and the community, attempts to become a positive factor in the development of the kind of individual needed in a democratic social order.

In general, it may be assumed safely that our present democratic society, marked by constant and rapid change, needs reorganization, and that the teacher of homemaking has a definite contribution to make to this reorganization. It also is recognized that the teacher-to-be is challenged by this assumption to achieve maturity of thought and action as rapidly as possible. In the light of the above reasoning this study was made. It represents an attempt to recognize growth on the part of student teachers in off-campus training centers with respect to:

I. A growing awareness of self in relation to their chosen profession as evidenced by:

- \_\_\_\_\_ a faith in personal ability and the necessary courage and determination to attack problems as they arise;
- \_\_\_\_\_ a feeling of personal-social well-being and an accompanying sensitivity gained through self-expression;
- \_\_\_\_\_ more functional faith in investigation and experimentation;
- \_\_\_\_\_ a more functional awareness of the relationship of the teacher to the community as reflected in change in personal habits and attitudes;
- \_\_\_\_\_ new realization of the need for working effectively with groups as a leader;
- \_\_\_\_\_ a consciously developing personal-social philosophy which admits of continuous growth.

II. An increasing social sensitivity recognized by:

- \_\_\_\_\_ participation in the social life of the community;
- \_\_\_\_\_ cooperation with community groups;

a clearer understanding of the social importance of home and family life;  
 an acute awareness of the school as one unit in the larger community;  
 and an understanding of individual and community problems with which the school should be concerned in this country today.

III. An improving ability to use intelligence effectively as found

in:

a more intelligent attempt to solve those problems which persist in home and family life;  
 increased ability to recognize purposes and to plan goals and procedures which are consistent with democratic living;  
 a desire for continuous study of personality based upon psychological principles currently accepted as sound  
 clearer recognition of the value of using community resources as a basis for learning experiences;  
 increased ability to analyze and interpret situations and reach conclusions through consciously directed thought;  
 increased ability to measure the effectiveness of effort expended in terms of accepted objectives;  
 encouraging cooperation for mutual benefit of all concerned;  
 a constant or continuous desire to evaluate personal growth in the light of democratic principles

The writer, as the college supervisor for the off-campus teacher training centers, has made this study as a possible contribution to the future of the teacher training program at Oklahoma Agricultural and Mechanical College. Three towns located within a seventy-mile radius of Oklahoma Agricultural and Mechanical College were used for training centers during the academic year of 1940-41.

The experiences of twelve students participating in this off-campus program were the basis of this study. Selected references to records kept by the student teachers while off the campus, and the informal anecdotal records as kept by the college supervisor of comments and remarks made by individuals concerned with the program are here analyzed in terms of the above criteria as a means of detecting evidence of changed attitude on the part of student teachers.



### PLANNING THE PROGRAM

Prior to the fall semester of 1940 at Oklahoma Agricultural and Mechanical College, training for teachers in homemaking had been carried on in high schools near the campus with students continuing to attend all other scheduled college classes. For several years previous to 1940, those concerned with the teacher training program in homemaking had noted the steadily increasing enrollment in classes in teacher education, and had made plans for additional training centers. The directors of the program felt that it would be a worthwhile experience for the students in teacher training to live in some community in the state for a period of five or six weeks while participating in the local school program. All persons involved realized that if such an arrangement were to create a worthwhile learning situation, it would be necessary to provide for skillful guidance of the students, and for careful planning by both the director and the students.

Those concerned felt that the general procedure should be carefully planned since change in the program of an educational institution has far-reaching effects and is of vital concern to many people. Individual and group conferences were held early in the program and were continued throughout the year not only for the purpose of pre-planning, but also in order to constantly re-plan and to evaluate the program.

Conferences with public school officials and the state department of homemaking education resulted in the selection of three localities for off-campus teacher training centers. These localities were easily accessible to the college, and, in general, were typical Oklahoma towns supported by a few industries and the surrounding farm areas.

These were communities with well established school systems, operated by cooperative administrators and employing well trained teachers of home-making.<sup>1</sup>

The superintendents and principals in these schools, being convinced that the program was worthwhile, expressed themselves as eager to assist in any way possible. In addition, superintendents and principals were urged to advise with (and assist in the supervision of) student teachers, and to interpret the teacher training program to their communities and schools. All agreed that an explanation of the general program to the local communities was indicated, but that undue personal publicity might make student teachers over conscious of their positions in strange localities.<sup>2</sup> Therefore, an explanation of the program, which might be used as a release for local publicity, was sent by the college to all schools concerned.

When the local teachers were consulted by the college, they agreed that special preparation for supervising was necessary if they were to make a constructive contribution to such an undertaking. A class in methods of supervision was arranged in the summer session previous to the opening of the local schools in the fall, and college credit was given to those participating. Discussions in this class centered around such topics as:

"The relation of the student teacher to the local faculty and school."

"Possible opportunities for the student teacher."

"Inter-relationships among all concerned with the program."

---

1 See Appendix No. 1.

2 Ibid.

"Induction of the student teacher into the program."

"Student teacher load and its relation to the teacher load."

"Acquainting the student teacher with the community."

"The student teacher as an individual."

Those local teachers, who were responsible not only for the training of the high school students, but also for the student teachers from the college, were called 'supervisory teachers', or 'local teachers' to distinguish them from college supervisors.

The directors of the teacher training program felt that the college students should be guided throughout their training period by a college supervisor who was in a position to work with the students both on and off the campus. Those planning the program also felt that the person in such a position should make frequent trips to the off-campus centers if she were to work intelligently with the student teachers; and that she would work with students who were planning to leave the campus as well as follow-up those who had completed their off-campus period. One day per week in each center, while students were in training, and the remaining time spent on the campus seemed the wisest division of the supervisor's time.

Since those responsible for the program of teacher education felt that the whole scheme revolved around the student, planning with the prospective student teachers began with the fall enrollment. From then on they were urged to actively participate in all planning of off-campus problems.

No partiality was shown by selecting prospective student teachers to receive off-campus training, but eliminations had to be made because of conflicts in class schedules. Only twelve student teachers could



go off the campus since only twelve were taking other college courses in which problems could be developed "in absentia" and offered as substitution for class attendance during the five or six weeks off campus. Such problems or learning experiences were cooperatively planned by the student and each class instructor.

Student teachers and teacher trainers decided that the first few weeks of the eighteen week semester should be spent on the campus and that plans for the remaining weeks should be made according to individual schedules.

Since these student teachers were entering into an experience somewhat different from the rest of the class, the whole class in home economics methods was greatly concerned with their preparations for leaving the campus. Class discussions very often shifted to the off-campus teaching. Many discussions outside class centered around this experience.

In spite of the general concern regarding unknown experiences ahead, those students leaving felt that it was a privilege to be allowed to go to off-campus centers and were willing to make the necessary sacrifice for slight additional expenses incurred by travel to and from the center and lodging while there.

The policy of those conducting classes in teacher training in homemaking called for three regular class meetings a week, plus two meetings each week for group discussions. Sometimes these group meetings were conducted by one supervisor with all others present. At other times the class members divided according to the centers in which they were to teach and the local supervisor was in charge of each group.

This year when asked if the whole group should meet together for these discussions or if groups for off-campus and on-campus centers should meet separately, the class decided to meet separately to allow time for description of detailed problems peculiar to each situation; but that some meetings could and should be held jointly in order to exchange experiences.

The first questions which interested the group going off the campus were: "Into what kind of a situation are we going?", "How much can we plan ahead?", "What shall we do to get ready for our teaching period?". In the discussions which followed, student teachers thought of themselves as new teachers going into their first positions. Distinctions between this situation and that of the new teachers sometimes had to be made for the sake of clarification in planning.

Since man usually feels more secure when he knows something of his physical surroundings, the matter discussed at length was how to get acquainted with the school and community before starting to teach. Some students wanted to visit the training centers before going there to live, but time permitted very few to do this. The college supervisor suggested a conference at the college for the purpose of gaining a better understanding on the part of all participating in the program. All seemed pleased at the prospect, yet someone said, "What will we do in such a conference?". Therefore, plans were made which included a general discussion followed by interviews between each of the local supervisory teachers and college students with whom she was to work. The student teachers suggested that the college supervisor ask the local teachers to supply information about their school and community.

When student teachers were asked by the college supervisor if they should plan for such an interview, several replied, "But we don't know anything about the school situation; we can't plan." The final conclusion was that they could plan what they would hope to get from such an experience. The group then considered what they would like to learn while in their student teaching period. A class committee, working as a group of three and using library references, presented the following suggestions which are given here in their original form.

POSSIBILITIES FOR GROWTH AS STUDENT TEACHERS  
IN OFF-CAMPUS TRAINING CENTERS

- A. Desired phases of growth to be obtained in the training center.
1. Developing a better understanding of homemaking and homemaking activities through participation and observation in homemaking clubs and classes.
  2. Developing an insight into the organization of the whole school system by associating with administrators and other faculty members.
  3. Gaining additional experience by participating and cooperating in extra-curricular activities.
  4. Forming a conception of all activities that are a part of any school year, for example,
    - a. Experience in planning and giving banquets and other programs.
    - b. Experience in the care and up-keep of a homemaking department.
  5. Developing an understanding of the needs, interests, and characteristics of junior and senior high school students through conferences, classroom activities, and personal contacts outside of class.
  6. Seeing possibilities for boys' and mixed classes through observation and participation, if possible.
  7. Developing an understanding of the planning of budgets and the finances of a homemaking department by studying the local finance system.
  8. Gaining experience through observing the methods and equipment used in department housekeeping.
  9. Obtaining a wider knowledge of the second teaching field through observation.
  10. Developing the ability to publicize the department by actually writing articles planned for publication, and learning other means of publicizing the department and school.
  11. Gaining experience as teachers through planning, observing, and leading classes.
  12. Developing professionally by attending teachers' meetings and conferences and by other opportunities.

B. Desired phases of growth to be obtained in the community at the training center.

1. Becoming aware of home visiting as a means of furthering the cooperation among students, parents, and teachers; gaining an insight into problems of the individual in home living; and becoming familiar with the home environment of the community.
2. Gaining new concepts of adult education by studying, observing, and participating in contributing organizations.
3. Developing an understanding of the resources of, expectations of, and living conditions in the community by participating in community activities.
4. Observing the possibilities for the social development of a small-town teacher.

The conference, as finally planned and held, included all student teachers, supervisors, teacher trainers, supervisory teachers, and those college teachers from various subject matter fields in which student teachers were enrolled. Although teacher trainers of the college had been holding separate conferences up to this date with each group named, this was the first time all the groups came together in a body. Copies of the suggested outline were distributed to each local supervisor and the discussion followed the topics outlined. In addition, such general problems were discussed by the group as: planning problems in other classes which might be carried on while in the center; the student teacher's wisest and most economical use of time while in the training center; records to be kept by student teachers; the preparation of student teachers before leaving the campus; and living accommodations for student teachers while in the local communities.

The group felt that it would be ideal to complete, as a unit, each course (besides the home economics methods course) scheduled and so leave the period spent off the campus free for student teaching. Since these students did not follow identical class schedules, such a plan was impossible at the time. It was concluded, however, that all special

problems to be solved while teaching off-campus should be related as closely as possible to each other and to the student teaching problem, thus making the off-campus work one big experience centering around home and family life problems of the community. Courses in which such problems might be planned were: home economics journalism, household administration, home and family relationships, and adult education. All agreed that plans for the development of these problems should be thoroughly discussed with respective class instructors before the student teacher left the campus but after studying the local situation the student teacher might make any necessary changes in plans which seemed wisest to herself and to the supervisory teacher.

Those who planned agreed that one of the most valuable experiences might come from solving the problem of time management. The student teacher would have to answer for herself as nearly as possible such questions as:

"How long shall I observe before starting to teach?"

"How much of the day shall I spend in the school; in the community; and how much in making my own plans?"

"How much time should I, as a teacher, plan for sleep, rest, and recreation?"

"How lengthy shall my records be and when shall I complete them?"

The conference group decided that the college student, in order to get the maximum development in her training, should be gradually inducted into the regular school program at her own rate of development; and that she should be encouraged to use as much initiative as possible and take responsibility as fast as she and the local teacher felt she could.

The college supervisor urged that each student teacher gradually assume responsibilities while in the training center until finally she could carry the responsibility for the regular school day for short (two or three days) periods of time. She was to be considered a beginning teacher, and was to participate, when it was convenient, in the business and social life of the school and the community.

All concerned with the planning of the off-campus work felt that records of work done as student teachers should be completed before the college student left the training center. Each individual was to decide on the type of record to be kept, but it was agreed that the briefest, most informative record would be the best.

The college supervisor urged that only necessary time be given to record keeping during the whole period off the campus. They hoped, that as growth occurred, the student teacher, herself, would be conscious of it and would keep brief notes of any conclusions reached in her thinking or any resulting change in her manner or attitude. This record, together with lists of activities in which each participated, was the only record suggested.

The question arose as to what extent student teachers were making plans for teaching. When the leader of the discussion threw the question to the student teachers, the following answers were given:

"We cannot plan until we are in the center because we do not know where the students are."

"We do not know which classes we will want to start teaching or what units of study they are planning."

"We know nothing about the community or the pupils' needs so we cannot plan until after we reach the center."

All in the conference agreed that detailed plans for class instruction could not be made before leaving the college campus. However, in order to get a general picture, student teachers freely questioned local supervisory teachers about their class organizations, yearly outlines of class work, and general school and community information. This information was tabulated and later filed for general use in the main office at the college.

During the conference agreement was reached concerning the previously noted criteria<sup>3</sup> for recognizing growth.

Therefore, all agreed that these prospective teachers in homemaking should have opportunity to participate in the planning of goals and procedures to be followed in both the homemaking and the whole school program; to analyze needs and choose a way for meeting them; to carry on investigations and experimentations; to express individual ideas through chosen media; and to evaluate personal progress as well as results of action; to extend work beyond the walls of the classroom; and to work collectively and cooperatively with groups concerned with the whole school program. The group also felt that if continued growth was to be insured, the prospective teacher should have an opportunity to so plan, act, and evaluate her progress that definite change or improvement in terms of accepted objectives would appear in attitudes, interests, and beliefs. Those concerned concluded that if the prospective teacher were to develop a personal philosophy, she must be able to choose, analyze, and evaluate courses of action to such an extent that she could support conclusions which she had drawn. For the

---

<sup>3</sup> See page 5.

student teacher to grow into a well developed individual contributing to society on a near-adult level, it was believed that the teacher training period must offer opportunities for her to gain a feeling of personal, social well-being and a corresponding sensitivity to social integration through self-expression and an opportunity to participate in the social life of the community.

Above all else, the group felt that since this was the first opportunity for the college student to become aware of her position as an educator viewing the field of home and family life, she should be encouraged to develop her interest in and responsibility for solving problems persistent in home and family life.

Planning conferences, where all concerned were present, and small group conferences went far toward creating an atmosphere of friendliness and cooperativeness between student teachers and those directing her experiences. Student teachers felt that they had already taken the first hurdle and focused later class planning upon the off-campus experience.

Naturally, one of the greatest concerns of the college student after the "all-out" conference was the wide difference in the personal appearance of the college senior and the teacher "on the job". There was a decidedly "collegiate" air about the student, with a studied informality. In one discussion the student teachers were challenged by the college supervisor with, "Why so much concern about personal appearance?" The answers were: "Teachers have to dress differently." "Everyone criticizes the home economics teacher's personal appearance." In this respect, for the first time, the students seemed to place themselves in the position of teachers.



The general opinion of the class was that student teachers should certainly avoid the informal dress prevailing on the campus and, as nearly as possible, dress as they would expect any local high school teacher to appear--clean, neat, and attractive, in semi-sports or business apparel. Allowances also were made for limitations in personal budgets. Finally, the group concluded that, since in general, student teachers were handicapped by lack of funds and also lack of time, the only wise solution lay in wise planning of time and money, and the establishment of an habitual routine in the personal toilette. Among friends outside the class, (in personal conferences, and in dormitories), such questions as: "What improvements in my personal appearance would you suggest?" were eagerly asked and co-operatively answered.

With some satisfaction in their minds about tangibles, such as: "What kind of community am I entering?" and "Do I need to change in personal appearance for my role as a student teacher?", the next problem of common concern was: "What tentative plans can be made to get ready for classroom instruction?" One of those who was to leave first said, "Why, I never have had any preparation for actual teaching." The teacher trainer asked; "Have your four years of college given you any knowledge of the fields, any skills or abilities within the field?" After they had recalled and reviewed many courses taken previously, each girl found that she had a much wider background than she could recall at first. However, planning for actual classroom lessons had not been experienced by the majority of the group. From study guides for teachers of homemaking from several states, and reference books dealing with homemaking education, standards in lesson planning were developed.

Illustrative material and high school references were also surveyed as aids to class instruction. In studying educational literature, the class found that they were not sufficiently acquainted with such terms as "objectives", "problems", "principles", and "conclusions". Students and teacher trainers felt that, not only a definition of terms was necessary, but that practice in stating objectives and making plans should take place before actual planning in the center was done. The group decided that if the material to be presented was to be related, purposeful, and unified, all instructional plans should be made in large units based upon personal, home, and family life problems rather than upon specific daily lesson plans based upon specific textbooks.

From personal and group comments, college teachers discovered that the whole class in teacher training was worried about trying to lead a group discussion with ease, since very little opportunity for practice in leading discussions had been offered in college classes. Therefore, it was decided that one class meeting each week could be planned for and conducted entirely by student teachers. Students suggested that a committee make plans for using the designated class day. This committee made acceptable suggestions for dividing the class and also for problems to be discussed. The college instructors were more class members for that day. This provided opportunity for discovering the student point of view on many teaching problems and for analyzing student needs. The following were some of the problems discussed: planning for class work, parent-pupil-teacher planning, student guidance, teacher aids and illustrative materials, teacher relations with the community, the relation of home economics to the

general educational program, evaluating student growth, and making application for positions.

For the purpose of discussing joint problems, two evening meetings during the semester were arranged between student teachers in home-making and student teachers in agriculture. These meetings were also student planned and student conducted.

Even though students who were to go off the campus discussed imaginary teaching problems in class and in small groups before leaving the campus, it was not until they came face to face with actual situations that these problems became real and that growth toward professional status became apparent.

## SURVEY OF THE OPPORTUNITIES FOR GROWTH

Man's belief in his own ability to reason gives him the courage to attempt to control his environment by means of physical and mental effort. There may be momentary success but complete satisfaction is never gained. For that reason the process of creating, and recreating is unending. This creative urge, based upon man's belief in his own ability and the desire for constant improvement of himself and his environment is the key to the guidance of human development. The process of improvement might be interpreted to mean the continuous construction of, or provision of, opportunities for growth.

For 'opportunities to be provided' there must be a 'provider' and someone to be 'provided for'. All three elements, the provider, the opportunity provided, and the one provided for, are of great importance in recognizing growth. Educational institutions have been designated by society, as the formal providers of opportunity and their greatest task is that of helping to create suitable learning situations for the students. To contribute to this undertaking, intelligently, the teacher must study the individual and the field in which he operates and exists, in order to relate the two and provide a school environment conducive to effective personal growth.

### The Individual

Accepted definitions of growth include the terms "progress", "increase", and "advancement".<sup>1</sup> In any or all of these processes, a beginning is implied. Locating a beginning point in any phase of growth in human development is more complex than selecting a level of growth

<sup>1</sup> Joseph Dealin, Editor-in-Chief, Webster's New Standard Dictionary.

at which to begin a study of change in tangible or concrete things. Unless one knows intimately the history of an individual, one can only make guesses concerning trends in the individual's development. Moreover, since the past affects the present, to know only the present status of an individual leaves him still a relatively unknown quantity. Never-the-less, of necessity, if a survey of individual development is to be promising and reasonable, it must start with the present, accounted for, as far as possible, by a record of the past. This assumption made it necessary to attempt to analyze the student teachers and their backgrounds, in order to discover current evidence of teaching ability against which later to detect evidences of growth. From personal information cards, personal conferences, and observations made both within and without the classroom, the following conclusions were drawn. The individuals in this group seemed to arrange themselves roughly, according to varying abilities to think or to reason, into three groups:

1. Those individuals who recognize important problems, accept responsibility for solving them, direct the activity of others toward accepted goals, and are able to recognize personal growth in terms of accepted goals.

2. Those who recognize important problems and accept responsibility, but are so handicapped by lack of adequate social or subject matter background, that they have difficulty in directing the activities of others.

3. Those who have handicaps similar to group two, and also are decidedly underdeveloped in their ability to sense problems and to accept responsibility in directing the activities of others and to recognize personal growth.

Just as any other unselected group will vary in social, economic, cultural, and educational background so did members of this group seem to vary.

The greatest difference between students seemed to be in economic and social backgrounds, but in the case of a low income and poor social background some of these student paralleled each other. All in the class had had approximately similar educational opportunities. Another parallel which seemed evident among these students was a lack of social development and a high scholastic average. In some instances, these two traits seemed to be accompanied by handicaps resulting from a low economic level. Several students in this group had found it necessary to work for partial self-support throughout their college careers. On the other hand, some of these same students showed evidence of pride and professional ambition in high scholastic averages, cheerful manner, the courage to continue in spite of difficulties, attractive and well-cared-for clothing, and well-managed time schedules. In some instances, a lack of social development was shown in timidity, poor social graces, few avocational interests, and an awkwardness in making both social and professional contacts. Man, under pressure from his surroundings, naturally will choose a course of action likely to contribute to his survival. So these students seemed to have concentrated their college efforts on professional rather than on social development, choosing the professional as the course which to them meant preparation for future earnings.

Furthermore, the same students seemed to be unconscious of the choice or the danger of dwarfing professional growth by accepting limited opportunity for social and cultural experiences.

In class discussions of desirable phases of development for teachers, social experiences were usually mentioned late in the discussion, and were given little emphasis.

None of the students was from a large city. All were reared in Oklahoma communities ranging from country villages of a few hundred people to towns of a few thousand. Of the twelve student teachers who went to off-campus centers, most of them had lived during their college days in dormitories on the campus. Two lived in their own homes in the college town. Because they all had been in this college environment for several years, the campus and college town were 'home' to the group and leaving was in a very real sense like leaving home. Again, the effect of this change in environment varied with the individuals. The following verbal picture concerning the environment into which they were going, and their reaction to the situations, was gained from observations of individuals concerned with the program and from reports of the students themselves.

#### The Environment

Naturally, there was variety in the reactions to leaving the college campus and going to the public school situation. To several of the group, the separation from family or from campus friends was a very disquieting factor.

In some instances only one student teacher went to an off-campus center, while at other times, two student teachers simultaneously entered their training period. Where two students worked companionably together, they aided each other in adjusting to the new situation. This was not true in every case, however, in some instances, one of the two reflected more difficulty than her mate in making adjustments.

Some student teachers were at almost complete loss in adjusting to the new surroundings, as shown by their evident bewilderment; others began their work immediately; while still others attempted to cover their feelings of loneliness by assuming a cheerful, happy manner. One student reported that as she was entering the town on the bus, she tried to analyze the community. Another said, "I had been in a small town and high school before, but never as a teacher. It was entirely different." However, others did not seem to realize their responsibility as teachers until they had taken over high school classes. As one reported, "For the first day or two, I did not know whether I was a high school student, a college student, or a teacher, but when I started taking charge of classes, I knew I was a teacher, and felt better."

To assist student teachers in orienting themselves in the training centers, no definite line of demarcation was drawn between the period of observing and the period of teaching, but a gradual induction into teaching was made through a period of assisting. A student teacher, who was apparently one of the least secure in leadership in her college classes remarked that observing and assisting made it seem natural to take charge of the high school class. Some of the prospective teachers were ill at ease for the first day or two of the training period. They felt physically confined within the walls of one building in contrast to the feeling of freedom resulting from the physical activity enjoyed in covering the distances between campus classes. Assisting in the high school classroom activities relieved the monotony of sitting, but did not relieve the irritation of being limited to one room or one building. However, when the college supervisor suggested that, in order to vary their activities, they leave the school building for work



or observation in the community for those first few days, they invariably were reluctant to do so. "I am afraid I will miss something if I leave" was a characteristic expression. This attitude was so evident throughout the teaching period that college supervisors were constantly cautioning student teachers against over-work.

Moreover, the college supervisors felt that it would be undesirable to ask students in training to attempt to carry the full program of an experienced teacher. Supervisory teachers regularly employed in these centers were superior in ability and training and were carrying programs which were impressive not only because of the number of people served but also because of the quality of service given. From an estimate of activities which follows the enormity of the offerings of the home-making program as well as that of the whole school, becomes apparent.

The college had stated expressly that it would be desirable for the student teachers to get an over-view of the day school teachers' load. Hence, students were asked to plan their work so that they could become acquainted with enough of the program to appreciate the responsibilities which the regular teacher accepted as well as her relationship to the other teachers and to the community. This did not mean that they were to take over the whole load of the supervisory teacher, but rather that, by gradual induction into the program, they could assist in many activities, be responsible for a few, and become acquainted with all.

The curricula in the teacher training centers were somewhat similar. Variations noted were more or less due to seasonal activities which made decided difference in the experiences available to student teachers in training at different seasons of the school year. For this reason a quantitative study of the experiences of students in training

would seem to add little value to this report. However, in order to give a picture of the type of activities engaged in by the whole group of student teachers, an attempt has been made to compile a rough report touching on quantitative aspects of the total experiment from the summaries made by the student teachers. Moreover, since student teachers did not stress this phase of reporting, it must be recognized that many events attended and contacts made went unrecorded.

Self-evaluation was stressed as an important phase of growth of teachers in training. The supervisor felt that students should be urged to place personal evaluation upon the homemaking program and also that they should be urged to express personal ideas and make individual interpretations freely. This lack of stress upon details probably contributed to a more accurate picture of the importance placed on phases of the homemaking program by the student teachers, themselves.

All twelve student teachers taught at least one homemaking class from three to five weeks. For shorter periods, one to three days, each student teacher taught from one to five homemaking classes per day. Two of the training centers offered the daily maximum of five homemaking classes but the other center offered only three. Student teachers going to the last named center did not have the opportunity to teach a full day in homemaking classes. Occasional substitution for the local teacher was made but this was the exception rather than the rule, and was avoided as much as possible. When student teachers had to take charge of the class without planning and without assistance from the regular teacher, they were doubtful concerning the value of the experience. However, when careful planning was done by the student teacher and the local teacher, it tended to counteract the feeling of

insecurity on the part of the student teacher. In instances, school officials were very helpful and understanding. Much assisting was done by all student teachers when local teachers were called from the classroom temporarily.

Unfortunately, evidence appears in the summaries of the student teachers supporting a trend away from those phases of the teaching program concerned with the individual and his background and with personal guidance in problems of everyday living and home and family life. None of the twelve teachers in training reported more than seven personal conferences with students. Eight did not mention conferences with students although each training center had in its school day an hour expressly set aside for conferences. The number of homes visited was somewhat higher than the number of student conferences held. All student teachers reported at least one home visit and one student teacher's summary showed twenty-two. This variation probably occurred because in the latter case, the local supervisory teacher was now in the community and visited many homes at the beginning of the year to get acquainted with her students and their backgrounds.

Later in the year, reports from this particular center showed fewer homes visited by the student teachers during their five weeks training periods, but showed attendance at a greater number of extra-curricular activities. One student teacher who made only one home visit reported assisting with and attending the annual junior-senior banquet and a program-exhibit arranged by several co-operating departments.

Two student teachers in another center, where the supervisory teacher was new, seemed to have missed the home visiting, because they

entered late in the school year. However, they reported two entertainments given by the homemaking department; two important community programs in which the homemaking department cooperated; an annual play sponsored by the home economics teacher; and participation in several athletic events.

Ten of the twelve student teachers reported assisting with entertainments within the homemaking departments, ranging in types from class dinners, with one or two invited guests, to style shows and departmental programs for the whole community. In some instances it was noted that these entertainments served the secondary purpose of securing departmental publicity.

A more direct drive for publicity must have prompted the large number of newspaper articles contributed by the student teachers. Three of the student teachers were enrolled at the time of their teaching in a course of Home Economics Journalism and three in Homemaking Education for adults. These reported as many as nine articles written and accepted for publication. Three other students who reported the use of newspaper publicity laid claim to but one article each. Clippings were presented by the remaining six, but nothing indicated whether or not they had been prepared by the student teacher. Stories written dealt with all-school news as well as news from every department, including homemaking.

Many community contacts were made at the all-school meetings, and all teachers had opportunity to participate in this type of experience. However, the number of such experiences each girl met varied all the way from one to six. More generally such community contacts as visits to stores, factories, and public libraries were reported, although

here again the range from one to twelve showed great variation. There was less deviation in the reported number of community contacts made through the local churches, which contacts seemed to have assisted the student teachers in making satisfactory adjustments to the community, and also served to relate the school work more closely to the community. One student teacher said that when she went to church the first Sunday off-campus, she was surprised to see many teachers in attendance and the high school principal teaching a Sunday class. In her attempt to understand her new environment, she had separated the school from the rest of the community until that moment. Definite correlation appeared between personality of the student teachers and the number of community contacts made. The more retiring in manner reported fewer community contacts. A superintendent, aware of the timidity of one of the student teachers helped break the tension by asking her to carry out for him a small duty in the business district.

While athletic events offered unique opportunities for observation of school and community relationships, there appeared great seasonal variation in this opportunity. One girl noted attending five such events when football season was at its highest; others reported only one or two such events and six students reported none. Student teachers invariably, however, commented on the evidence of strong community interest in athletics. One student teacher protested that she finally decided she should not try to attend all athletic events but should use more out of school time for planning class work. Still another pertinently commented: "Excellent sportsmanship is shown by the audience as well as by the high school teams. I believe the high school is using athletic events to good advantage."

Nevertheless, attendance at these "extra-curricular" events seemed to give student teachers opportunity for closer contacts with the regular school people than would have been possible through the mere carrying on of daily classroom activities. Informal meetings were recorded almost daily by each student teacher.

School officials proved themselves always willing to confer with student teachers on any or every problem and not only gave them every access to their offices, but also made frequent visits to classrooms during their teaching period. In spite of this, some few student teachers arranged no conferences with either faculty or school administrators. Others noted as many as five. In general, student teachers receiving minor teaching certificates in other fields, reported conferences with teachers from these departments. As a result, there followed usually visits in other departments which offered an opportunity to observe mixed classes, and to compare classroom management there with management in classes enrolling only girls. In the pre-planning, the college supervisors had urged such observations and suggested these opportunities be devoted, among other things, to attempting to detect any difference in the problems of management found in all-girl classes, in all-boy classes, or in mixed groups. This suggestion was made in part because of earlier criticisms given by several superintendents in the state to the effect that many home economics teachers do not know how to handle mixed groups of adolescents.

One student teacher said she could detect no difference except possibly that the teachers were more firm and more on guard in working with mixed classes.

Several also noted that the same students seemed to act differently when in classes composed entirely of their own sex than they did when with the opposite sex. Another said she found a great difference between observing and attempting to teach the mixed classes. Student teacher experience in this connection ranged from one prospective teacher who made no mention of visiting mixed classes, to others reporting as high as six such observations plus opportunity to assist or to substitute for the regular teacher.

Homemaking was offered to boys in only one center and reported observations of this situation ranged from four to seven. A student teacher in another center said that she believed the boys seemed to be having a harder time making adjustments between junior and senior high school than did the girls and wondered if classes in homemaking might not help them with problems of dress and social adjustments.

The annual junior-senior class banquets and the assembly programs offered further opportunity for observing adolescent boys and girls working and playing together. Such banquets usually come at the close of the school year but preparation often begins early in the semester. For this reason and also because homemaking teachers are usually sponsors of the events, five student teachers reported opportunities for assisting with the planning or attending school banquets and dinners. One girl discovered that endless time and energy was spent when she assisted with the final preparation for such an event, and her only comment was, "I realize now how much work a banquet is."

Reported attendance at home-room meetings and assembly programs ranged from one to twelve and many comments were made regarding the type of entertainment which adolescent boys and girls enjoyed. Many student-

AGRICULTURAL & MECHANICAL COLLEGE  
LIBRARY  
OCT 6 1947

planned and student-conducted assemblies were reported with enthusiasm. However, unexpected or unscheduled assemblies consistently were reported as disturbing to the student teachers who also thought they saw this same reaction reflected in the classwork of their students.

Observations of student clubs were many, ranging individually from one to nine and including such organizations as boys' and girls' home-making clubs, a photography club, Girl Reserves, a garden club, and a Latin club.

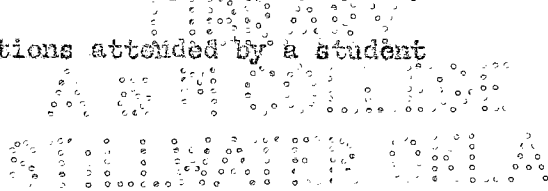
Six student teachers reported field trips into homes and industries in the community, five being the highest number of such trips reported by one individual.

Two student teachers recorded observations of joint planning conferences on class work attended by parents, pupils, and teachers. Two reported assisting with play schools conducted for the purpose of providing high school homemaking students an opportunity to observe small children at play.

All student teachers reported from one to six adult contacts with adult organizations, with homemaking classes for adults, or with individual members of such groups. Five student teachers reported assisting in adult classes but none felt that it would have been wise to undertake full responsibility for the same.

Seven student teachers reported attending from one to three professional meetings during the student teaching period, but not all had such opportunity.

Arithmetical summary of the experiences in which all twelve student teachers participated totaled twenty-two distinct types of activity while the lowest number of specific functions attended by a student





teacher for the five or six weeks' period struck an average of forty-three and varied from a low of twenty-nine to an high of eighty.

These centers were by no means exceptional in the number or types of offerings and the above summary would probably be typical of almost any Oklahoma school situation.

## GROWTH OF STUDENT TEACHERS IN OFF-CAMPUS

## TRAINING CENTERS

There is much debate in regard to the environment which is ideal for individual growth. Some authorities contend that we should strive for as excellent an environment as possible, while others feel that the more obstacles the individual must overcome, the more effective will be his development. However, since few environmental situations ever approach perfection, the final test of individual ability and capacity for growth seems to be his ability to adjust his living satisfactorily to both the desirable and the undesirable elements of his environment.

In the training centers, student teachers themselves were working toward a previously planned criteria.<sup>1</sup> Possible activities which could be carried on<sup>2</sup> were seen as means for accomplishing ultimate aims. In an effort to assure themselves that all activity would be worthwhile, student teachers attempted to appraise all experiences. Fortunately, the difference between "Possibilities for Growth in Off-Campus Training Centers"<sup>3</sup> and the criteria<sup>4</sup> is largely verbal, the underlying principles being similar. It seems justifiable, therefore, to analyze the findings in terms of the three main divisions accepted in the criteria.

A growing awareness of self in relation to their chosen profession.

Student teachers, entering professional training, were naturally doubtful of personal ability. However, by courageously attacking new

---

1 See page 5.

2 See page 12.

3 Ibid.

4 See page 5.

problems and attempting to solve them satisfactorily, a belief in their professional ability increased and a corresponding faith in personal ability was gained.

Many vital problems occurred unexpectedly in the day of the student teacher. The courage and resourcefulness shown by several of these girls is worthy of note.

One student teacher planned to take sole responsibility for high school students who were appearing on an important state program. Just before going on the stage two actors failed to appear. The frightened student teacher quickly shifted parts and cut speeches so that the audience found no inkling of the emergency in the resulting program. High school administrators and faculty reported this as quite an accomplishment on the part of the teacher in training.

There were numerous other instances of student teachers' resourcefulness in attacking unexpected problems while working with stylo shows and dinners, helping with exhibits and helping to carry on daily activities inside and outside of the classroom. One day a patron of the school asked a student teacher very personal questions concerning the regular teacher. Feeling that such important personal information should come only from the teacher herself, the college student successfully evaded the questions.

No little courage was displayed in the first days of standing before classes as a teacher, while being carefully supervised. Yet, in no instance, was there evidence of discouraging fright; no student teacher had to have time to recover from a "first shock" before continuing. One did say, however, that she must learn to think far enough ahead so that she felt no definite lines drawn on the scope of a day's

lesson. She laugh ingly said that she had "sold out of soap" on her first day.

Courage was shown by student teachers, not only in adjusting to new situations within the school and community environment, but also in attempting to create worthwhile learning situations for high school students.

Classroom experimentation on the part of teachers in training was encouraged by supervisory teachers. With careful checking as to plans and procedures, no great breaks or radical changes were evident to the high school students if we may accept the reports of the supervisory teachers. Several comments were made by supervisory teachers to the effect that they appreciated new ideas and suggestions for changes, made by student teachers.

A class which a student teacher was observing was having difficulty in working cooperatively. After watching them several days, the student teacher decided that she would like to take the class over and try to develop more cooperative planning, planning by the students for longer periods than one day, and then hold roundtable discussion on the accomplishments of each group. Students were asked to keep personal records of classwork for a short time. These records showed that high school students did not, at first, like to take time for planning; but soon better understanding of the work of all the class groups resulted in such student comments as: "I like to plan ahead on our problems. I can go ahead and work then." "We get more work done when we plan together."

The experimental attitude of this student teacher was evident in the manner of a majority of the student teachers. Few of them were

afraid to tackle difficult situations. Some were shy at first, but after getting into the situations, they were urged by supervisory teachers and the college supervisor to attempt any investigation or experimentation in which they seemed to show interest.

Several problems were planned by student teachers in other college courses with the idea in mind of making investigations in the community. Some of these problems were centered around housing conditions in the community, library interests of adolescent girls and evidences of poor or good family relationships. Observations, questionnaires, and interviews were used in making these studies.

This group of student teachers showed a great deal of curiosity about educational problems not directly related to their homemaking classes. Many questions were asked and observations were made regarding methods used in mixed classes and in other subjects taught in high school. Several were consumed with curiosity as to the manner in which adult classes were started and how adults conducted themselves in classes.

These investigations, aided student teachers in becoming acquainted with local communities and at the same time gave them knowledge with which to reorganize their thinking. Preconceived notions about life in small towns and about the teaching profession were replaced by new attitudes, often more sympathetic.

One student teacher said, "To me \_\_\_\_\_ was just another town until I started working in the community. I soon learned that there were poor as well as good living conditions in this community."

A definite tolerance toward the lack of social activities on the part of teachers was shown by several of the group who had previously criticized teachers in general for a lack of social development. One suggested that to make a teacher's contributions to the community more valuable, the teacher should plan to travel so as to broaden her outlook.

Another suggestion for the social development of teachers came in this remark, "The teacher, who uses her initiative, may add to the life of the community. By working with interested groups she may be able to develop interest in social activities." The one who made this comment had remarked in the first week of the off-campus period that life in a small town must be unbearable to teachers. Her later remark showed a definite change in attitude.

An attempt to understand both school and community, the adolescent, the place of teachers in the community, and various other problems within the situation, is shown throughout the discussions which follow. With such intelligent attempts to understand the environment of the school and community and the position of the teacher in the environment, student teachers gradually developed a professional attitude with resulting change in habits and manner.

As has been earlier cited, the style of dress prevailing on the college campus at the time these college students became student teachers was decidedly childish. Bows in the hair, anklets, and youthful hair arrangements were the mode not conducive to an adult appearance on the part of these preparing to be teachers. When the first planning conference was held at the beginning of the year, student teachers noticed the difference in their clothing and that of the supervisory teachers.

Immediately changes began to take place in the clothing and dress of student teachers. All were very careful to ask advice regarding clothing worn. One high school had a regular "play-day" celebration with everyone dressing in costume. The student teacher here was quite hesitant about dressing for this occasion but finally followed the lead of the local teachers. While off the campus many of these girls became more conscious of the importance of such accessories as hats, gloves, and costume purses. At the annual spring social events held on the college campus, student teachers were oft distinguishable from the rest of the group of students by the ease with which they wore their dress clothes, their erect carriage, and the purpose of their conversation. They could be found exchanging experiences and "comparing notes" at almost any gathering.

Much of the change in manner might be attributed to change in personal habits. College supervisors and local supervisory teachers constantly urged student teachers to get sufficient rest while doing student teaching. Four of the students, who reported attending and participating in the highest number of activities and whose work was of the highest quality, remarked that they hadn't had so much sleep since they had started to college. Some noted several pounds increase in weight, probably due to longer rest periods and an increase in food intake. One student teacher who reported that she hadn't eaten breakfast in several years said she began eating it because she was teaching students to do the same. Another student teacher felt that the improvement in her complexion was definitely due to regular hours for eating and sleeping. There was no evidence of smoking cigarettes while

off-the-campus although it had occurred in some instances on the campus. Particular attention was given by the whole group to cleanliness, neatness, and repair of clothing. A student teacher commented: "I am a little more careful about dress and neatness of dress than before doing my teaching."

Close association between college students over a period of years and commonness of purpose seems to make for freedom in discussion while on the campus. Student teachers, from associations with local faculty, soon realized that they could not discuss personal matters in public; and that it was non-professional to carelessly discuss school matters in public. This was evidenced by random remarks made to faculty and supervisors. One student teacher said she had found that everything said by teachers was taken seriously by the public.

A maturing in the general attitude of the student teacher also followed observation of the behavior of high school students. This development seems important for effective dealing with youth whether as an individual or as a teacher.

All of the student teachers became more adult in manner, dress, and actions. They often spoke of it themselves in an amused way. College supervisors noted that the change persisted after the student teaching period was over. In the instances of two student teachers, who showed childish mannerisms, a remarkable change was noted by the college students. One student teacher started her teaching by using a very bossy, sharp manner with students. After comparing the difference in student reactions in her classes and those of the regular teacher, she decided that she was acting like one of the high school students herself, and afterward showed a much easier and more confident classroom



manner. She said from then on she realized that the sharp answers which she had received from students were a reflection of her own attitude. Toward the end of the period, she was much less self-conscious but was still making a definite attempt to check childish answers and tones of voice.

Self improvement was shown in the efforts of another girl who was very timid and socially ill-at-ease. When she finally oriented herself she felt much better. It was with a great deal of pride that she reported many personal conferences held with students, and all through her report were remarks which reflected close observation of youth. A group of girls who had proven themselves very difficult showed unusual interest in their work during her teaching period, and she kept a careful check on their reactions. She rightfully was proud of her newly developed ability to guide these girls and as a result seemed to be finding her place as a contributing adult. After graduation, when this student teacher held interviews with prospective employers, she showed a much calmer manner than formerly, and appeared very attractively dressed in adult clothing.

A further development in professional attitude was noted in a recognized need for working effectively with groups as a leader and as a participant.

Student teachers were invited to join such groups as church, local society, and student organizations. As participants, they volunteered to work with various other groups, such as: Girl Scouts, young peoples' groups, etc. Both in and out of school they tried their ability in leading high school students. Interests and attitudes of boys and mixed groups were recorded at every opportunity. Some of the points in

Leadership noted were:

"It is more difficult to lead a discussion than simply to contribute to one; because you must not only be alert to all new ideas, but be fair in considering all ideas contributed."

Boys' classes are a good deal like girls' classes except that boys are more definite about their likes and dislikes.

At each class level there is a difference in the development of ability to lead, to follow, and to think spontaneously. This must be considered in class procedures.

Each teacher should attempt to analyze her own personality and its effect upon a class.

A teacher must be sure that her vocabulary is on the level with the students.

The teacher of mixed classes or others should never allow herself to be angry or irritated by student actions. Once she demonstrates her lack of self control, the students will continue to irritate her."

Student teachers also worked as participants with adult groups.

Local faculty meetings and Parent-Teachers Associations meetings provided the student teachers with unique opportunities for learning about the organization behind the public school system.

These statements resulted from attending such meetings:

"The most feared supervisor or official may turn out to be the most understanding and sympathetic one.

Lack of strong central leaders may be cause for jealousy among capable group members.

Faculty meetings as well as class work can be the result of joint planning. The leader's attitude will be reflected in the class room attitude of teachers.

Differences in the philosophy of faculty members causes them to oppose each other.

Faculty meetings can be used to further cooperation between departments by discussing problems such as the use of equipment.

The philosophy, goals, and "what a school really is" rests greatly with its leader.

"Teachers as a whole do not understand what other departments are trying to do."

The above comments disclose an awareness of the relationships of the faculty as a group to the whole school and the far reaching influence of the school organization. Statements which were made following attendance at state teachers meetings and other professional groups show that student teachers attended, not as mere "members of groups", but, more desirably, as "thinking members of groups".

"State meetings are important for an exchange and an evaluation of ideas.

Small teachers meetings offer opportunities to discuss pertinent problems and attempt to reach solutions.

Reports made in meetings lost their effectiveness by being too detailed and lengthy. Such procedure defeats rather than supports the homemaking program.

A large number of people are more interested in bringing publicity to the school by winning in contests rather than developing each student in school to the best of his ability."

Leadership and participation in groups was evident throughout the teaching period. In reality, nearly every phase of reporting came under the heading of group work whether as a member or as a leader. Since later activity of the teacher-to-be will be carried on in one of these roles, it would seem that any emphasis given to this phase of reporting can be justified.

Another phase of professional development previously mentioned was the opportunities offered student teachers for social development. Although student teachers, while in training, made comparatively few comments on the social life and development of the school teacher in a small community, there was definite evidence of a consciously developing personal-social philosophy. Realization of the necessity for

satisfactory social adjustments and suggestions for solutions to social problems was evident. The following is a typical example. One student teacher said, "Teachers have the definite problem of entertaining themselves because they are expected to live up to very high standards of living on a low income; however, the more sports, skills, and interests they can develop, the more easily and the less expensively they can entertain themselves."

Opportunity for whole-hearted participation by the individuals was found in such activities as hikes, picnics, tennis games, and bowling. Observers noted that after entering into these past-times, student teachers spoke of them with much enthusiasm.

An increasing social sensitivity.

Student teachers themselves realized that social adjustments were necessary if they were to fit into the new situations. Several of them recognized definite opportunities in the social offerings of the school and the community to make satisfactory personal adjustments, to become better acquainted with community members, and to contribute to the social life of the community.

The communities in which the student teachers carried on their work and the school faculties with which they associated, welcomed them warmly. Opportunities for social development were limited, however, to school-sponsored programs and teas, and a few offerings by the rest of the community. Affairs sponsored by the school seemed to be the main events in two of the three training centers. According to student teachers' reports, there was another limitation. This lay in the fact that there were few young people in town except those of high school age.

The earlier word picture of the activities carried on in the schools would indicate that school teachers are probably kept busy attending and sponsoring school events rather than attending other social events in the community. A few of these entertainments were commented upon by student teachers.

At most of the social events, apparently no distinction was made between teachers and other community members. Reactions to community receptions varied with the individual student teacher. Many pleasant comments came from the enthusiastic, friendly way one student teacher entered into a party given by the Parent-Teachers Association. She afterward confessed that she was a little disturbed when she thought of meeting so many adults in a group, but finally decided that she would become acquainted more quickly by forgetting personal feelings.

Another student teacher who was unused to spending time in recreational, or in social activity, knew that she needed social development and took advantage of the opportunity offered. To get better acquainted with her co-workers and members of the community, she attended church socials, Parent-Teacher Association parties, parties given by classes and clubs, and accepted all personal invitations extended her by people in the community. "Some time," she said, "was lost from preparation for school work," but she later felt that as a result of relaxation from her school work she was "thinking more clearly, as well as more effectively." This expression was made after her student teaching period was over.

Community programs and exhibits arranged by adult groups in the community were attended by many of the student teachers. Some of the resulting comments showed an understanding and a sensitivity to community need for such activities.

"The art exhibit was a good example of interested women who are trying to encourage the fine arts in a small town.

I believe that a great deal of credit for the success of the school system must be given to the high school and grade school Parent-Teacher Association members for their close cooperation.

This community club was a new organization. It was already popular and was definitely an educational force in the community.

While participating in recreational, cultural, and educational activities of the communities, student teachers were hoping to become acquainted with the home life of the community.

Most of this group of student teachers, during their years on the campus, had lived in the dormitories or in homes offering room and board. Accordingly, except for brief visits to the homes of their family or relatives, for some years these girls had had few opportunities to participate in home and family living. As a group, they realized that much of their insecurity in dealing with problems in home life resulted from a lack of familiarity with home situations. Many hours were spent by some student teachers in making visits to homes. Although visiting only gave them momentary glimpses into the home life of the community, several said that hours spent in visiting homes were some of the most valuable spent off-campus. They commented on the values gained as follows:

"The more of the background of the students that the teacher understands, the more she is likely to use the foundation of learning which the girls have.

Knowing and understanding the character of the parents opens the door to an understanding of the child.

I have more sympathy for our "problem child" now that I know something of her home life and background.

When seen in their home environment, students seem more real and human than when they are in the classroom.

"Pupils became more companionable, confiding, and trusting when they know the teacher has a sympathetic understanding of the home situation and vice versa."

Several of the student teachers were interested enough to comment on the techniques observed or developed in making home calls. One suggestion was "The teachers attitude should be one of helpfulness or just friendliness, not one of criticism." Other notations were:

"The teacher should not give suggestions where they are not wanted, for that would defeat her purpose.

The cordiality with which the teacher is received in the home depends largely upon the manner of the teacher herself."

Concern for home situations which were novel to student teachers were shown in such comments as these:

"The teacher may have to first show the parents a need for an adequate diet. She may have to begin in the classroom with the student.

This mother was really serious in her desire to improve the home although she seemed to have neither the means nor the knowledge.

Although the class made a field trip to observe points of interior and exterior decorations, I believe the cordiality and hospitality of these homes and the reflection of the personality of the owners should be stressed.

I see now why C \_\_\_\_\_ is such a talker while in the classroom. She has no chance at home but is entirely overshadowed by her parents.

The parents who have time to discover their children are the parents who seem to be personal friends of their girls.

The mother was kind and seemed glad to have us even though the home was wretchedly poor and too small for the family. They were a happy family, however."

Child-parent relationships observed in the homes were of interest to many of the college students. Several seemed surprised at the congenial relationships between parents and children, apparently expecting a wider gap between adults and adolescents.

Several remarks were made which showed that student teachers as a group gradually became aware of the interplay between the school and other agencies in the community.

The following comments show a sensitivity to the need for cooperation between the community and the school, and a need for teachers to act as leaders, as well as, to interpret the community to the students.

"The more we cooperate with other departments in the school and with organizations in the community, the more successful will be our teaching because of added interest in the program.

It is my responsibility to the students to make sure that they understand that a lot of the salesmen were giving "sales talk" and that the products observed are not the only ones to buy.

The teachers in a small community are the leaders and main participants in most of the activities.

It is through visits to the homes that you learn to better understand the pupil and the community.

The home environment plays a great part in the child's attitude toward classroom activities.

The attitude of the parents in this community is very cooperative. In all their contacts they talk of ways to improve the school and community.

I think adults should be encouraged to do much of the work without the help from the teacher.

Programs which bring the parents back to the school can give parents a better understanding of how the school is run and how the money is spent.

I believe that \_\_\_\_\_ has a very successful school system because of close cooperation between parents, teachers, and school administrators.

People continue to learn when they see a need for learning.

The Parent-Teachers Association should be a more important organization to the parents than it is.

The theatres are the best places to see the whole community. There are few facilities for entertainment, and young and old attend the theatres.



These above remarks taken from summaries of student teachers give evidence of student teachers' attempts to learn about the community, the place of adults in the community, and the need for adult education, as well as community problems for which the school might be responsible.

One important responsibility of the school to the community which was noted by most of the student teachers was the necessity of interpreting the school program to the community.

One student teacher reported that she felt "school programs and exhibits not only show pupil achievement but can stimulate learning on the part of the parents if the material is well planned and well presented." Such comment also suggests an understanding of the opportunity which the teacher has to make a contribution to adult education.

Other remarks were:

"Since many mothers seem to think that homemaking consists of cooking and sewing, the teacher must attempt to re-educate them, if they are to know the way their children are being taught. Teas, exhibits, and publicity help in this rather slow process.

Entertainments and exhibits of work help in preparing mothers to direct the learning of their daughters, and newspapers are willing to cooperate in any way possible in order to give the public necessary information."

Further suggestions for acquainting the public with the work of the school were:

"Visiting in the homes of the community automatically gives publicity to the homemaking program and the whole school.

For effective results you must constantly keep the public informed and plan your publicity program while you are planning the activities to be publicized."

An improving ability to use intelligence effectively.

In order to have a background of information from which to form intelligent judgment, student teachers focused attention upon understanding the individual and his environment, as well as the inter-relatedness of the two.

Many comments were made regarding the needs, interests, and characteristics of junior high and high school students as a group, as well as comments relating to an analysis of individual personality.

Almost every one of the student teachers showed difficulty in locating the level of learning of her students and of trying to account for differences between the college classes she attended and the high school classes she was teaching. One student teacher discovered a new interest among her students when she mentioned a series of lessons on good-grooming. She later decided that the main interest in the work came, not so much from her ability as a teacher, but from an interest of these 'teen age girls in attracting members of the opposite sex and also in appearing like other members of their group.

Further interest was shown by the college student in understanding the adolescent. One reason for this emphasis may have been that only four or five years had elapsed since the college student was herself a student in high school. The following interesting quotations show an important step in professional development which may have marked the turning point toward success for many teachers.

"When you first become acquainted with some high school students, they seem almost as mature as you in their thinking and in their actions, but after you get better acquainted, you can notice little things that show their immaturity."

The following note was made after attending a party. "From observing a Freshman party, I believe I understand adolescents a little better. At first both boys and girls were very self-conscious but with some help from adults they later became more at ease.

Another remark was "Freshmen show a great eagerness to learn while seniors like to give the impression that they already know. The interests of the older girl, also, seem more divided."

A certain class was extremely unresponsive to the leadership of the regular teacher as well as that of the student teacher. After much work and study on the part of the student teacher, she finally hit upon an approach which caught the interest of the girls. She reported "Girls will talk about things they are interested in if given a chance."

Close observation on the part of one student teacher led to the following: "Because of personality differences, conferences should be held with some students individually; with others in groups of two or three; and with others in still larger groups."

Two important gains shown in the study of adolescents were: (1) a better understanding of adolescent interests and abilities; and (2) an appreciation of the ways to deal with adolescents.

While becoming acquainted with student interests and accomplishments, student teachers were also studying the homes of individuals and the community as a whole. Reports show that there was a growing recognition of the wisdom of using community resources as a basis for learning experiences.

Many field trips were made into the community with students. In the study of housing, several student teachers reported going with classes to homes in the community and using these examples as a bases

for later discussions on interior and exterior decoration and remodeling of the home. After making many home visits, one student teacher remarked on the evidence of poor nutrition in the community and suggested that this might be a basis for planning class work in foods.

Another class in home improvement decided to make a plan for beautifying the school yards. The student teacher supervised the students in the planting of flowers and shrubs on the grounds. These plans were discussed in relation to home improvements.

Home visits were commented upon in every instance as an opportunity to get acquainted with the needs of the student and the homes of the community. There was one instance reported of a student's being excused from classes and being given credit for work in the home in the event of an emergency in the family.

A student, in discussing care of the department, suggested that each class should have an opportunity to clean the department and that such cleaning should be done systematically as in a home. Another remark was that "housekeeping equipment need not be expensive. If it is something that the girls can afford in their homes, they will then know how to take care of the cleaning and cleaning equipment in the home."

From reports made after the teaching period was over, student teachers seemed to have entered this period with many questions in their minds regarding use of democratic procedures when conducting high school classes. One student teacher frankly said at the beginning of her training period, "I am not used to thinking for myself in school work. I am too used to carrying out plans suggested by some one else." After she started working with high school students, this girl con-

stantly checked her work to be sure that she was guiding high school students to think for themselves, to participate in planning class work, and to make personal evaluation of their own work.

College students showed surprise that high school students were capable of entering into class planning, that they could evaluate their own work, and above all that they could be allowed to work informally in the classroom and at the same time accomplish anything.

"When given responsibility and guidance, high school girls are capable of doing very detailed pieces of work.

Group work cannot function unless the objectives are clearly established in the minds of the students and the teacher.

Students as a whole like democratic procedures in the classroom. There are some students who like to have dictated, definite instructions and assignments because they don't want to think.

Students do not always know what they want or what is best for them. They need guidance.

Students will be more interested if they help develop the idea. They quite often make better suggestions or just as workable suggestions as the teacher."

The majority of the student teachers did show that they were attempting to carry out democratic principles which they had discussed previously and which had been agreed upon as goals worth working for. However, three of the group started conducting their high school classes in a manner which was in direct contradiction to their theoretical plans. One of this group soon realized that she was "bossing" her students, and although she was consulting them as to their suggestions for class plans, she was not utilizing the suggestions. She later said, "I was at first too serious and unnecessarily firm with the students. I soon learned that it wasn't effective." Another comment of hers follows which showed that she had become more interested in what the students

were learning than in the subject matter. "I feel that doing the work for the girl doesn't help her, but guiding her and letting her do the work gives her a better opportunity to learn, as well as saves time and energy for the teacher." The other two members of the group, however, failed to see the connection between the discussions on classroom procedures and the use of such procedures when teaching.

Another technique in teaching which was discussed in college classes but which sometimes failed to carry over, was the matter of presenting several approaches to the solution of a problem through the action of small groups within one class. One student teacher very carefully explained to the college supervisor that she was not using group work in her classes. But at the moment some class members were working on plans for the next day; some were sorting equipment; and others were studying references on the assigned subject. She explained, however, that the class had accidentally gotten into these groups because all of these things needed to be done and they had volunteered to do them. After thinking a while about the situation, the student teacher realized that the class was divided into perfectly normal functioning groups, but that no superficial grouping had been imposed upon them before the class problems had been introduced.

One high school class objected to so called 'group work' but, as class problems arose naturally calling for division of labor, they were delighted to "volunteer" or serve on "committees". These students later commented:

"I think it is a good idea for our work to be divided into parts. It makes the work more interesting.

I like for the class to be divided into small groups because more can be accomplished. When we discuss things together, we learn what others have been doing.

"We are divided into groups and work on different things--not all on the same things. I like it."

Another difficulty for the student teachers was the matter of relating various phases of the homemaking program. One student teacher was carrying out a problem<sup>1</sup> for a technical homemaking class which required observations in the homes of the community. She was quite upset, she said, because she had no additional time for getting into the homes to work out her problem. However, she had been in several homes to visit high school students on a different mission, but while there she had failed to make any careful observations of the home or family situations. With help she recalled many situations which were pertinent to her problem. Most of the student teachers saved much time and energy when working out these previously planned problems for other college courses by relating all problems to the daily activities carried on within the high school classroom. One student who was studying the reading interests of high school girls went to the city and school libraries to see what books were checked out most frequently by high school students; then she handed out questionnaires to the classes and asked the pupils to assist her by listing their interests.

Many remarks made by student teachers showed a realization of the artificialness of the division between the "curricular" and "extra-curricular" offerings of the school and that a great deal of time was being spent by both teachers and students within the classroom and outside. Some of the comments were:

"From being in the school a whole day, the student teacher gets a cross section of activities such as Parent-Teachers Association

---

1 See Page 14.

meetings, faculty meetings, and student organizations. Many contacts with other teachers, administrators, and parents may be made."

Sometimes a teacher has to use a less desirable classroom method because of lack of time spent in planning.

Because the teacher does not have time to do many things that students are capable of doing, she should let them assume as much responsibility as possible.

Students often participate in so many extra-curricular activities that they have little time for anything else.

There are too many extra-curricular activities in most high schools. There is no time for class."

However, this was a situation through which only a few student teachers were able to see or even questioned. From these few, such comments as the following were gained:

"I realized that these extra-curricular activities are more time-consuming, more worry, and more effort for the teacher than the curricular activities. And what are they for? Nobody seems to know, except to publicize the school or to build up its reputation to the public.

Many of these activities could be included in classwork, or as a part of other organizations which existed previously.

The activities should put less emphasis on organization and more upon choosing worthwhile activities to be carried on throughout the year.

These are questions which I hope to answer for myself before too long. What is considered classwork in some schools is considered club work in others. Perhaps this policy of not designating certain activities for clubs and certain ones for classes is best in order to make the program fit into all schools. Where should the dividing line be? Are clubs really serving a purpose when they carry on activities which could be included in classes?"

A desire to develop student initiative was shown in reports made while observing or teaching student groups. Recognition of the importance of encouraging initiative in planning, fostering cooperative planning, and placing upon the student responsibility for his own action, becomes evident in the following remarks:



"Students liked to select their own reports.

Score cards used by the students gave them an opportunity to help grade themselves and also resulted in better work in the foods class.

Excellent student planning was carried on. It can be done through careful leadership and guidance.

The organization did not originate with the students themselves and a great deal more effort had to be given to creating interest.

The girls themselves were responsible for preparing most of the club banquet and it was beautifully done. I saw a good example of cooperation among students."

After observing a group of parents plan the work of the year with the teacher, a student teacher remarked "Parent-pupil-teacher planning is beneficial in preparing to meet the needs of the students. Parents are interested in their children and in their work."

The following quotations, also, show that many other techniques were attempted; such as, small groups working together in the classroom, experiences planned to parallel real life situations, student participation in planning, creating home-like situations in the classroom, and planning class work in large subject matter units rather than working with disconnected details.

"Student criticism of the work of other students was often accepted much more readily than teacher criticisms.

By students working in groups less equipment is needed and at the same time the equipment can be more complete.

These students learned effective management of time by planning and serving meals in family sized groups.

Plans for teaching should be made ahead of time but should be flexible because they may not be suited to student needs.

In the classroom the teacher should encourage the use of materials similar to those available in the homes of her students.

When the local teacher introduced the subject of home projects the girls showed by their facial expressions that they did not like them. The students were astonished when she replied that they did not "have" to take projects, but continued, that if lessons at school were worthwhile, she felt that worthwhile classroom instruction would be followed by application in the home."

Another check on classroom procedures was made by the high school students themselves. They were asked by student teachers to answer anonymously questionnaires<sup>2</sup> on democratic classroom procedures.

The answers to such questions as "What do you especially like about your homemaking classes?" "What do you not like about your homemaking classes?" and "If you were the teacher, what changes would you make?" caused confusion in reporting. Although students were asked to check only on the immediate work covered during the teaching period of the student teacher, reports showed that high school students included many comments on activities held throughout the year. Where no distinctions were noted on the part of the majority of the students, it was concluded that the professional techniques of the student teacher did not vary greatly from those of the local teacher and so the check applied to the techniques of both.

Typical answers of high school students to the three questions are listed below.

1. What do you like about your homemaking classes?

"Making our own rules and plans."

By having all of the students divided into small groups more can be accomplished.

We feel free to help select the things we want to learn.

We always have something to look forward to.

<sup>2</sup> Lela O'Toole, "Suggestions for Improving the Preparation of Homemaking Teachers." A Thesis.

"I like the democratic method of the class. Every student is able to take part in the activities of the class, plan the things that should be done, and the methods that are to be used.

These are the things I like: that each group works on different things, then each group discusses what they have accomplished. We also look in books and magazines for information about things we are doing and then tell the class what we have found.

We are all more or less like one family because we take part in a little of everything and feel free to talk when we wish to. We are given suggestions instead of demands.

We all work together in a group and everyone has to compromise."

2. What do you not like about your homemaking classes?

"We should quiet down quicker when we come to class.

We don't have time enough to do anything.

I don't like the idea of reading every day.

The furniture is arranged poorly but some of the things are immovable.

I would learn just as much with less reading and reporting. Actually doing the things you are interested in is more useful.

I do not like some of the undercurrent dictating by some of the students of the class."

3. If you were the teacher, what changes would you suggest?

"See if we can't keep the room neater.

"Have the girls take more care in personal appearance.

"Keep the door unlocked so that students outside of homemaking classes may use our department and dressing room.

Report our home projects in class so we can get criticisms from others and better our projects.

Have each group clean the department after each class hour.

Change the work from year to year.

Cut down on discussions.

Make them get their reports on time.

Make pupils cooperate with teachers more.

"Have a program already planned and not take up class time."

One student teacher said, "Although these checks may have been confused between the local teacher and myself, I feel that I might profit by any of them and improve on many phases of my teaching."

Leadership in other groups such as the homemaking clubs and Girl Reserves also offered student teachers opportunities for development.

One student teacher reported working as a participant in the high school camera club and gained many ideas which would be carried over into directing such activities.

Attempts were made by student teachers to measure the effectiveness of effort expended in techniques and methods used not only by themselves but also by the high school. All but two student teachers reported encouraging high school students to keep weekly or daily records of work accomplished and to evaluate the same. The following comment was typical of student teachers using this means of evaluating the effectiveness of their work: "A daily progress report is a valuable student aid because it helps her plan her daily work and evaluate her experiences."

Student teacher planned score cards or evaluation sheets was another device for appraising the effectiveness of their teaching. The following was a pertinent comment from a student teacher: "Student planned evaluation cards are very important because the student better understands a score sheet which she has helped prepare. She also feels that it is fairer if she has had a part in preparing the scale."

A third method which was used to evaluate work was the questionnaire method previously mentioned.<sup>3</sup> These answers were not specifically

---

<sup>3</sup> See Page 59.

on the work of student teachers, but they did indicate little change in the methods used by student teachers and the local supervisory teachers. Every student teacher who used these questionnaires found that many statements from the classes which were checked showed that the pupils enjoyed planning goals and procedures for their study, guiding their own work and evaluating their efforts.

Other methods used for evaluating student growth were: objective tests; essay tests; and combinations of these two; application of principles tests; and general observations to detect changes in students habits and attitudes in terms of the accepted criteria.

Some statements which were made in evaluation of techniques and methods used in the classroom and other important general observations on classroom teaching were:

"Informal teaching often accomplishes as much as formal presentation because both teacher and pupil may have a more receptive mind at the time.

It must certainly take careful planning on the part of a teacher to be able to carry a full teaching load.

The discussion of labor saving devices was interesting to the girls when it touched on their immediate problems.

Students learn more from seeing how a thing is done because word pictures are seldom as vivid and clear as a still or motion picture.

From my experience in giving tests, I have found that tests are not only important to show the teacher what the students know, or do not know, but students also can see what they need to know and what they have accomplished.

The informal demonstration method seems to be more effective than the formal because students seem freer to ask questions and to discuss what they do not understand. Also, if there are fewer observers they more than likely will have better opportunities for observation.

The most important possession of a teacher is good health because it is more difficult to face the same situations when

one feels badly than when one feels well. Today I felt badly and the group seemed especially nervous. However, when I think of it now, they were no different from their usual actions.

Next to home visits, personal conferences are, I think, the best aid in guidance.

High school students need a great deal more direction in study than I thought they would.

One classroom technique may solve one problem and in another situation have no effect. Each problem has its own solution and there seems to be no pattern solution.

The value of an experience or of trying new procedures is not that the experience was good or bad or that the aim was or was not reached, but that the individuals in the class saw the experiment in its true light.

While off the campus student teachers showed an interest in personal evaluation in the light of democratic principles partly because of the realization of a personal need for it; and partly because of a suggestion from the college supervisor. In the personal records kept on daily progress and change in attitudes, these remarks occurred:

"My most significant change in thinking has been a reinterpretation of the meaning of teaching democratically. My former concept of a democratic teacher was a teacher who was completely dependent upon pupils, which resulted in few gains. I now think of a democratic teacher as a person who assumes the main responsibility for planning, who displays enthusiasm for carrying out plans, and who shows initiative and interest in using available illustrative material.

I had thought of democratic teaching as purely theoretical but recently I have seen such a method functioning.

Teaching is a profession which offers possibilities for continuous growth. One reason for this is that it calls for associating directly with adolescents."

In measuring the effectiveness upon personal growth in proportion to the time and effort spent, student teachers made comments as to desirable changes which they felt they had found in themselves and

often made suggestions for future improvements. Such quotations as the following serve as an illustration of attempts to measure growth.

"I did not have nearly enough experience to make class discussions interesting, but I can do more reading and studying and think of problems and experiences of friends which I can present to a class.

Student teaching in off-campus centers makes you feel and think more like a teacher than a student. This affects your attitude toward all your classes when you return to college and you see the relation of various college courses to your professional development.

I believe that observation for a short time after student teaching is of just as much value to the student teacher as observation before. She then has a better appreciation of methods and techniques used.

To make a practice of trying to learn names will be a great step in my progress as a teacher.

I need to think through situations more thoroughly before making important decisions.

College can give you a background and ideas about teaching, but only with added practice can one become a teacher.

I am more independent after practice in teaching. I solve more of my own problems and make more of my own decisions.

I believe through contacts with other people I now have a better personality. I understand others much better than before.

Most of us do not stop to analyze the philosophical basis for what we do. We would be more consistent if we would do so.

These evaluations of personal growth, together with suggestions for personal improvement, would seem to point toward continuous growth on the part of student teachers. Moreover, they seem to have sensed that if continued growth is to be insured, there must be constant, personal re-evaluation.

## CONCLUSIONS

While this study itself was never intended to be a quantitative or qualitative analysis of the particular situation, it is a report compiled from records of activities carried on by student teachers in off-campus training centers. Materials for this report were also drawn from recorded observations of the personal reactions of all those who took part in the work. Whatever light the study throws upon experiences of value in teacher education is reflected from the trend of thought shown in the compiled expressions of individuals within the situations. In general, the study would seem to justify the following conclusions:

Improvements during the off-campus experience varied according to the individuals within the group but as a whole the group showed themselves to be using more intelligence in: choice of clothing and hair styles; improvement in posture; signs of better health habits; better mental and physical poise; a more purposeful and a more nearly adult manner; a more effective manner of expressing themselves; more effective methods of thinking; and an attitude toward the future which showed less bewilderment and more assurance.

During the off-campus experience teachers in training became increasingly aware of the relationship existing between the school and the community, and attempted to make effective use of the community materials and resources. They also demonstrated an increased ability to apply democratic principles to group effort whether participating as leader or follower.

This study demonstrates that as responsibility for planning personal work increased, the interest and resourcefulness of student teachers increased.



During the off-campus training period, student teachers lost much of the attitude of insecurity and dread of the unknown factors in the professional role for which they were preparing.

Some students within the group reflected economic pressure in a tendency to sacrifice social and recreational opportunities. Nor did they seem fully aware of the personal and professional implications of such action.

Controlled conditions of college life render student teachers as a group relatively unfamiliar with the details of home and family life.

Student teachers as a group demonstrate a lack of confidence in using effectively such basic educational tools as the written and spoken language.

These students demonstrated an increasing ability to work effectively within groups either as leaders or as followers.

During the teaching period these student teachers seemed to show an increase in courage and resourcefulness as their personal abilities were revealed to them through experimentation and investigation.

Upon entering their training period, the student teachers as a group seemed inclined to observe and participate in activities without sensing interrelationship.

During the off-campus experience teachers in training became increasingly aware of the relationship existing between the school and the community, and attempted to make effective use of community materials and resources.

Multiple group activities carried on in the high school consumed more of the effort and energy of the teachers in training than those phases of the teaching program concerned with personal guidance of the

individual in his struggle with problems of everyday living and home and family life.

A gradual induction into the teaching role, rather than an abrupt assumption of responsibility, provided the student teacher with an opportunity to choose his own attack on the problem of beginning to teach, to understand the new environment, and to assume responsibility at his own speed and levels of ability.

In the findings of this study a direct relationship appears between careful cooperative planning and group action which is harmonious.

## IMPLICATIONS

College students should be encouraged to develop a sound personal-social philosophy which will impel them to plan ever more intelligently, continuously, and constructively to evaluate their own work.

In order to become responsible leaders contributing to a democratic society, college students need encouragement in independent thinking and action guided by a democratic frame of reference.

There is indication of need for more and better guidance of college students into ways and means of approaching professional maturity before they enter the teaching profession on their own.

Student teachers need greater opportunity throughout their college careers to develop qualities of leadership.

Before and during the period of teacher education, students should be required to demonstrate their proficiency to use the basic educational tools.

The findings from this study imply a need for modification of the college curricula to provide opportunity for a richer social experience for all students throughout college days.

For prospective homemaking teachers to keep familiar with real home situations and to have a continuous opportunity to assist in solving problems in the area, modification of the college curricula indicated.

College students need constant and effective guidance in that expression of personality shown in the selection of clothing and in care given to personal appearance.

It would seem that prospective homemaking teachers should make a continuous, objective study of personality since they are concerned with the development of the individual in the family.

The period of teacher training should provide the student teacher with opportunity to become aware of the need for continuous personal and professional development.

The development of a community consciousness on the part of teachers in training is needed if they are to become aware of the increasing responsibility which the public school is accepting for social betterment.

Before or during the period of teacher education, students should be urged to find opportunity to solve new problems in the light of intelligence focused upon all pertinent elements in situations rather than to acquire a professional pattern.

Before and during the period of teacher education, student teachers should be urged to find opportunity to develop a responsibility for self guidance in learning.

Before and during the period of teacher education, need for constant guidance is indicated to help student teachers find safe guides to their efforts to interpret and to analyze community and school situations.

This successful venture in cooperative planning, implies that all concerned with the professional education of the homemaking teacher should share in planning the full curriculum offered, if the beginning teacher is to enter her profession with a feeling of "unitary wholeness".<sup>1</sup>

College programs for prospective teachers might meet the needs of the individual student better were they condensed into short working units to allow for greater concentration of attention and effort.

---

<sup>1</sup> Thomas L. Hopkins, "Emerging Phases of Learning," Teachers College Record, (November, 1938), Vol. 40, pp. 119-128.

Need is indicated for opportunity for more extensive observations in off-campus centers for short periods early in the college careers of all students who are planning to be teachers.

There is indication of need for a study of the work load of homemaking teachers throughout the state.

Only schools in which the work load of each local homemaking teacher is, in a professional light, a typical load for one teacher, should be selected for off-campus experience.

Specifically, the three outstanding important advantages of the off-campus experiences are that they provide the student teacher with opportunity to observe and participate in the activities of the regular teacher throughout the day; to participate in community activities; and to see the relation between school and community activities.

Books

## BIBLIOGRAPHY

- American Association of School Administrators. "Education for Family Life," 19th Yearbook, (February, 1941), Washington, D. C.
- Bode, Boyd H. Democracy as a Way of Life. The Kappa Delta Pi Lecture Series. The Macmillan Company, New York, (1937).
- Bode, Boyd H. How We Learn. D. C. Heath and Company, Boston, (1940).
- Devlin, Joseph, Editor-in-Chief. Webster's New Standard Dictionary. The World Syndicate Publishing Company, New York.
- Dewey, John. "Democracy and Education". The Macmillan Company. New York, (1917).
- Dewey, John, Society. Teachers for Democracy. Appleton Century, (1940).
- Myers, Alonzo F. and Williams, Clarence O. Education in a Democracy. Prentice-Hall, Inc., New York, (1937).
- O'Toole, Lela. "Suggestions for Improving the Preparation of Homemaking Teachers." An unpublished Thesis, Oklahoma Agricultural and Mechanical College, (1941), pp. 9-12
- Rugg, Harold, Editor. "Democracy and the Curriculum," 3rd Yearbook of the John Dewey Society. D. Appleton-Century Company, Inc., New York.
- Spafford, Ivol. A Functioning Program of Home Economics. John Wiley and Sons, Inc., New York, (1940).
- Spafford, Ivol. Fundamentals in Teaching Home Economics. John Wiley and Sons, Inc., New York, (1940).
- Washburne, Carleton. A Living Philosophy of Education. The John Day Company, New York, (1940).
- Williamson, Maude, and Lyle, Mary Stewart. Homemaking Education in the High School. Revised Edition, D. Appleton-Century Company, Inc., New York, p. 297.

Bulletins

- Pearson, Millie V. Group Experiences in Homemaking Classes. College Bookstore, Oklahoma Agricultural and Mechanical College, Stillwater (1940).
- Progressive Education Association. An Approach to a Philosophy of Education. A tentative report of the Committee on Philosophy of Education, (1938).

Periodicals

- Curti, Merele. "American History and Democracy Today and Tomorrow," Progressive Education, XVI, No. 2, (February, 1939), pp. 99-104.

- Alberty, Harold and Others. "Progressive Education, Its Philosophy and Challenge, and New Methods v.s. Old in American Education," Yearbook Supplement, Progressive Education, XVIII, No. 5, (May, 1941). Pp. 3-32.
- Hopkins, Thomas L. "Emerging Phases of Learning," Teachers College Record, Vol. 40. (November, 1938). Pp. 119-128.
- Kilpatrick, Wm. H. "The Education to be Sought," Progressive Education, XVII, No. 1. (January, 1940). pp. 12-17.
- Kilpatrick, Wm. H. "Democracy and Respect for Personality," Progressive Education, XVI, No. 2 (February, 1939). Pp. 33-90.
- Kilpatrick, Wm. H. "Teaching Democracy in the Present Crisis," Frontiers of Democracy, Vol. 7, No. 59 (February 15, 1941), Pp. 134-135.
- Kilpatrick, Wm. H. and Others. A Symposium: "What is Progressive Education Today?" Progressive Education, XVII, No. 5 (May, 1940). Pp. 321-326.
- Leonard, J. Paul and Students in a seminar class in secondary education at Stanford University. "Credo," Progressive Education, XVII, No. 7 (November, 1940). Pp. 494-496.

## APPENDIX I

October 7, 1940

Mr. \_\_\_\_\_  
 Superintendent of Schools  
 \_\_\_\_\_, Oklahoma

Dear Sir:

This is to inform you of an important extension being made at Oklahoma A. & M. College in the program for the preparation of vocational homemaking teachers. Heretofore college seniors have carried on their laboratory experiences in student teaching in either the Stillwater, Perkins, or Ripley High Schools. Only a part of the day was spent in the training center because of other college courses being carried at the same time. Plans for this year made in cooperation with the state department, other college departments responsible for subject matter courses, and with certain local schools enable student teachers to so arrange their college schedule that they may live in off-campus training centers for a period of six weeks. Those students who can leave the campus for only a part of each day will continue to do their student teaching in the Stillwater and Perkins High Schools. We feel that through the many experiences provided by living in the training center, student teachers will have an increased opportunity to become familiar with local and state conditions, to see homemaking in relation to the whole school program, to better understand individual and community needs, and to learn to make better use of community resources as teaching materials.

Three high schools, where well developed vocational homemaking departments are located and where the local teachers are prepared to assist the college supervisory staff in the guidance of student teachers, have been selected as training centers for the fall semester. These, with their corresponding supervisory teachers, are as follows:

Blackwell, Miss Clarice Watson  
 Cleveland, Miss Marie Protzman  
 Mulhall, Miss Nedra Johnson\*

The college students fortunate enough to have this opportunity of living in the teaching center are Misses Flota Kizziar, Bonnie Kite, and Alma Bernice Vernon, who go to Cleveland, Blackwell, and Mulhall, respectively.

Very truly yours,

Millie V. Pearson, Head  
 Home Economics Education

\* (contd.)



## APPENDIX I (contd.)

\*subsequent changes of circumstances created a need to use Mulhall as an on-campus center. Covington, Oklahoma, with Mrs. Anna Jean Green as homemaking teacher was added as an off-campus center.

## APPENDIX II

All quotations from student teachers and high school students are made verbatim. The writer takes no responsibility for grammatical construction or clarity of meaning of these statements.

PARCHMENT

U.S.A.

STRATHMORE PARCH

100% RAG U.S.A.

Typist: Juanita Gibson