

SUGGESTIONS FOR IMPROVING THE PREPARATION
OF HOMEMAKING TEACHERS

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OF HOMEMAKING TEACHERS

By

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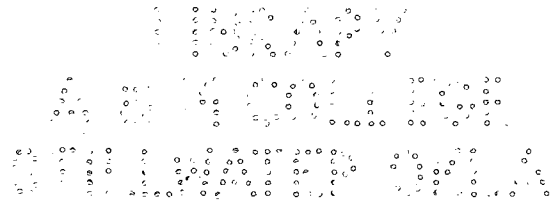
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Philosophy of Homemaking Education

Many educators today feel that the American family has greater potential influence on the citizens of our democracy than any other institution. One has said that the education which makes democracy or any other way of life possible begins in the home. Family living is thus recognized as a highly significant experience in the life of every individual, affecting him not only as a family member, but also as a functioning member of society. There seems to be a greater recognition of the need of education for home and family living today, than at any other time since homemaking became recognized as a subject matter field. This, no doubt, has been brought about by the social and economic changes which have created difficult problems for family members.

Through a knowledge gained from reading recent educational literature, and through personal interviews, the writer has come to believe that education has for its purpose the

provision of rich and meaningful experiences in the basic aspects of living, so directed as to contribute to the fullest possible realization of personal potentialities and the most effective participation in a democratic society.¹

In all the current literature reviewed, there seemed to be a concern on the part of most educators that personality

¹Bernice Mallory, A Proposed Plan for a Core Course in the Secondary School, Journal of Home Economics, Feb., 1939, p. 81.

be developed, a desire that social consciousness be strengthened, and a belief that problems in a democracy are best solved through the free play of intelligence. They believe that democracy, practiced in education, provides for the best development of the personality of each individual, through opportunities for developing resourcefulness, initiative and responsibility. Pupil initiative and pupil activity are stressed, and individual differences in students are taken into account as to ability, need and purpose. Education thus defined deals with life experiences of the individual as he meets them.

Accepting these criteria set out in educational literature, the writer believes that learning takes place only through the activity of an individual, stimulated by his needs and interests, which in turn vary with the physical, emotional, aesthetic, moral and intellectual development of the learner.

Dr. Boyd H. Bode, an educator at the Ohio State University, in an address given at the Iowa State College in July, 1940, stated that sixty-five per cent of the jobs today require no education. He further stated that he believed we need a new gospel in the art of living together, that we need to educate for the common life, to prepare individuals to live in a democratic social order, that schools should practice democracy, and that they should be organized in order to educate young people in this art of living.

The field of homemaking can make an especially fine contribution to problems of home and community living, but in order to make its maximum contribution home economists should be concerned about the relationship of homemaking to education as a whole. Only as teachers of homemaking plan cooperatively with all subject matter groups, with the home and the community can worthwhile learning experience be provided in this area.

Education for homemaking, because of its peculiar subject matter, offers an opportunity for unifying experiences related to home life that are not possible in any other field. It is true that other subject matter fields, as they broaden their scope and apply their principles to everyday living, do deal with some subject matter that was once a part of the homemaking program. This is an evidence that subject matter fields as a whole are dealing with more everyday problems, and that the more one attempts to make a field of subject matter more practical and more functional, the more he tends to cut across other areas. It has been said that the more one attempts to define a specialized subject matter area in its broadest terms, the more nearly one defines general education.

Homemaking deals with those intimate personal, home and family experiences which are not considered in other fields and offers opportunities for experiences not possible elsewhere. Recognizing the importance of the individual, homemaking personalizes and integrates instruction. Even though the learnings in other fields are both broad

and functional, there is still a need to see them in all of their interrelationships. Homemaking seems to be the one field which can best integrate learning experiences in personal, home, and family life because it deals directly with problems which grow out of that area.

In many elementary schools today, subject matter fields are no longer set up as subjects; but through the activity unit, various fields of knowledge and experience are drawn upon to solve problems studied as needed. In some secondary schools, core courses have eliminated subject matter boundary lines and deal with the solution of common problems. In a number of schools where various types of core programs are used, many personal and family life problems are included. In these programs on the secondary educational level as well as in the elementary education activity units, the unifying of all experiences is considered important. According to the Pennsylvania State Department of Education,

What one learns has meaning when learning has occurred as a unified experience. Under these conditions, facts are not isolated beads strung on a string and hoarded against the day when a standardized objective test will require a count, one by one, that a score may be attained which will reach or exceed a mythical national norm. Instead, they are acquired in such manner that children have attitudes and appreciations that exemplify the democratic way of living, functioning skills in those abilities that promise to be useful in living, and understandings of fundamental principles operating the social and physical order.²

For many years homemaking education has continued to

²Pennsylvania State Department of Education, *Suggestions for the Development and Use of Curriculum Materials in the Elementary Schools*, Harrisburg, 1936, p. 7.

broaden its scope, to enrich its content, and to shift its emphasis. Many of these changes in the curriculum and in the procedures used, though brought about by the trial and error method on the part of home economists, can now be justified by the more advanced theories of educational philosophy. Some years ago many believed that the purpose of homemaking was to train girls and women to become skilled seamstresses and cooks, and subject matter was chiefly foods and clothing. Today, the purpose of homemaking is

to effect desirable changes in the student's home living and home activities, ideals, attitudes, interests, and habits through a study of, and experience in, solving persistent problems in home and family life in order that he or she may be a better member of a democratic family in an equally democratic society.³

The curriculum thus advocated deals with the broader problems of personal, home, and family life. There is an effort on the part of many home economists to introduce educational procedures in home living that will provide for planning the curriculum around the needs of the pupil, the participation of pupils in planning the program, a variety of learning experiences for the individual, group and class participation which gives pupils responsibilities and an opportunity to think for themselves. There is also a broadened emphasis which includes all phases of personal and family living, the guidance of pupils in recognizing values most worth working for now, rather than preparation for the future,

³ Millie Pearson, Group Experiences in Homemaking Classes, The College Book Store, Oklahoma Agricultural and Mechanical College, Stillwater, 1940, p. 3.

and a class organization which permits time and opportunity to make adjustments to meet the needs of different individuals and groups.

Recent literature reveals that education for home and family life is increasingly recognized by educators as having important contributions to make in the educational program of all individuals. Offerings in homemaking are being extended to boys as well as girls, to men as well as women, to out of school groups as well as those in schools, and to all age groups. Today, there is also some recognition of the place homemaking education has in the elementary grades in helping to interpret and enrich the pupil's home experiences. To be effective homemaking education must help all age groups to more adequately meet, with security, the situations in which they normally find themselves and provides them with the drive, the courage, and the stability to solve those personal and family life problems which are persistent throughout life.

Effective homemaking education is concerned with the growth of individuals, through the provision of learning experiences which provide for the assuming of responsibilities and thinking through of possible solutions, the weighing of values, and the carrying out of activities which provide for the development of abilities and attitudes rather than those experiences which merely provide for the obtaining of factual information.

According to Dr. Ivol Spafford,

Homemaking, to be rich and meaningful, must direct

attention to the achieving of the necessary learning, attitudes, appreciations, understandings, knowledge, techniques, skills, habits for attaining those values, social, emotional and physical, which mean most to the individual and to society.⁴

By applying democratic procedures in the classroom, teachers provide opportunities for the development of good American citizens. Since the chief purposes of a democratic society are, "To promote the common good and to foster the welfare of the individual," the teachers must be alert to all school and community resources in order to be able to provide for democratic learning experiences. Only when pupils are allowed to have freedom of thought, expression, and action do they develop as interdependent individuals. Good teachers provide for learning situations which help pupils to develop the power to do reflective thinking in order that they may learn to solve problems.

In order to closely relate teaching to the lives of those being taught, teachers need to begin with situations that pupils face, the work they do, the money they have, the human relationship problems which concern them. Teachers need to know those whom they teach, their homes and families, and the problems which are troubling them and their parents.⁵

They also need to know the social and economic status of the entire community in order to guide students in the solution of their personal and family problems. Teachers need to become acquainted with the educational resources and agencies that contribute to wholesome home and family life in the

⁴Ivol Spafford, "The Home Economics Teacher and the Community," Practical Home Economics, pp. 171, June, 1940.

⁵Ibid.

community and to work with these as opportunities arise.

The writer believes that in order to be an efficient homemaking teacher one needs an increasing understanding of people of various ages and of different cultural groups; the ability and desire to plan and work with groups and to use all facilities including the home, the classroom and the community; an understanding of home and family life; and that such a person needs to be a homemaker herself, demonstrating good practices, maintaining high standards of appearance, ideals, and behavior, and, above all else, patient, tolerant and courageous.

The success of the homemaking teacher in a functioning educational program today will depend largely upon her continuous growth and development in these directions. Success can be measured by the extent to which the learners have improved their quality of thinking, the extent to which they are continuing to put democratic procedures into practice, the extent to which they are concerned with not only the development of themselves, and their homes, but also the development of their community and their nation.

Description of the Problem

Believing in the previously stated philosophy of homemaking education a study was undertaken by the writer to gain information concerning existing teaching procedures used by teachers in the field who have graduated from the Department of Home Economics Education, in the School of Home Economics, at the Oklahoma Agricultural and Mechanical College; and to locate possible needs of the teachers.

The study was made through the use of questionnaires, articles written by high school students, personal interviews, visits to homemaking departments, observations of student teachers in training centers, observations of college classes in methods, attendance at group conferences for teachers, and observation of joint meetings of student teachers in the schools of agriculture and home economics.

The questionnaires used were sent to pupils enrolled in homemaking, teachers of homemaking, and superintendents. They were developed by Millie Pearson, Head of Home Economics Education, Oklahoma Agricultural and Mechanical College, who expected to use the results obtained as one source of information in an extensive study of teacher education, with a view toward curriculum revision. The writer selected the securing and tabulating of this information as her particular contribution to the field of Home Economics Education.

In order to understand the type of questionnaire used, one must understand the person who developed them. The

writer, through interviews with Miss Pearson and by attending her classes, discovered that she believes firmly that the purpose of education is to train people to think, and that pupils are capable of thinking for themselves if given a chance. She believes in recognizing individual worth, in respecting personality, in encouraging independence on the part of individuals, in providing opportunities for self expression through creative work and for experimentation and investigation, and in practicing democratic living as a means of promoting a democratic social order.

The questionnaires¹ are made up of a series of questions dealing with what happens in class rooms of secondary schools and with needs as seen by students, teachers, and superintendents. They are in reality a means of determining the use of democratic procedures in the schools of Oklahoma, and of locating possible preparatory needs of teachers and those of homemaking departments.

Those parts of the questionnaires which deal with democratic procedures attempt to secure information regarding the extent to which students have participated in the planning of their class goals and procedures; the extent to which they were given an opportunity to weigh values, and to select alternative courses of action; the extent to which they participated in cooperative group work; the extent to which they were permitted to carry on personal and group investigation and experimentation; the extent to which they were permitted

¹See Appendix No. 1, 2, 3.

to express individual ideas with the encouragement to reach conclusions; the extent to which they participated in the evaluation of their personal and group progress and their results of action; and the extent to which they have extended school work beyond the classroom.

Other questions had for their purpose the location of preparatory needs of teachers and include such things as possible improvements in teacher preparation, the types of in-service training for teachers needed, and the strengths and weaknesses of present homemaking programs.

The questionnaires were divided into two sets, according to the date of graduation of the teachers contacted. They were sent with a definite purpose in mind, namely, that of checking the effectiveness of changes in the thinking of the Home Economics Education staff and locating needs of teachers, in the hope that such needs would indicate ways and means of strengthening the teacher education program. The fact that changes did take place in the thinking of teacher trainers at Oklahoma Agricultural and Mechanical College is shown in the records of classwork of students in Home Economics Education classes. In 1929 the Department of Home Economics Education at the Oklahoma Agricultural and Mechanical College saw the value of including group experiences in the organization of homemaking classes. Lack of equipment in many of the Oklahoma high schools made it necessary to train teachers in a more efficient use of equipment, and in the development of a different type of class organization. At that time, every

emphasis was placed on making prospective teachers conscious of classroom organization, in order that group experiences might take place. In the school year 1939-40 there was a definite change in emphasis in college methods classes. An effort was made to emphasize purpose and philosophy, with stress on the use of a definite criteria for good learning experiences, which promoted the use of democratic procedures in the homemaking classroom. The change as such was recognized by the staff, students and fellow workers.

The writer felt that it would be of value to make a comparison of the teaching procedures of experienced teachers who had graduated within the five years preceding the change in thinking of college teacher trainers, with that of first-year teachers, who had been exposed to this idea of providing democratic learning experiences, and to study the needs of both groups.

Throughout the study the two groups will be referred to as the experienced teachers and the first-year teachers. The number of questionnaires mailed and returned is shown in Table I.

TABLE I

Number of Questionnaires Mailed and Returned

	Teachers	Superintendents	Pupils	Total
Number of questionnaires mailed to experienced teachers	50	50	500	600
Number of questionnaires returned by experienced teachers	35	26	338	399
Number of questionnaires mailed to first-year teachers	37	37	370	444
Number of questionnaires returned by first-year teachers	27	17	264	308
Total number of questionnaires mailed	87	87	870	1044
Total number of questionnaires returned	62	43	602	707

During the second semester of the school year 1939-40 fifty questionnaires were sent to experienced homemaking teachers, 500 to their students and 50 to the superintendents of the school systems represented. The teachers were an unselected group who had graduated from the Department of Home Economics Education in the School of Home Economics, at the Oklahoma Agricultural and Mechanical College within the five year period, 1934-1939. Questionnaires sent to this group were answered by thirty-six teachers, twenty-six superintendents, and three hundred and thirty-eight pupils.

At the beginning of the school year 1940-41, eight of the thirty-five experienced teachers answering questionnaires the year before had married and were not teaching.

The second group, made up of first-year teachers, their students, and superintendents, were asked to answer the questionnaires the first semester of the school year 1940-41. As shown in Table I, questionnaires were sent to thirty-seven first-year teachers, three hundred and seventy of their students, and to the superintendent of each school system represented. These teachers were the majority of the graduates from the Department of Home Economics Education at the Oklahoma Agricultural and Mechanical College the year before. The questionnaires were returned by twenty-seven teachers, seventeen superintendents, and two hundred and sixty-four pupils.

In order that all persons contacted would understand, explanations were sent. A post card, mailed to teachers in advance, stated that the college was eager to improve the

teacher education of the college and that it would like to have information regarding the classroom activities of both teachers and students. The teachers were asked to select ten students from the ninth and tenth grades to answer the inquiries.

A letter was included with all questionnaires, stating that the faculty of the Home Economics Education Department, at the Oklahoma Agricultural and Mechanical College, was anxious to improve its program for the preparation of teachers, and that although a number of devices were being used, no plan of improvement would be complete which did not take into consideration the representative opinions of students, teachers, and superintendents in the state.

The questionnaires answered by pupils ranged from seven to ten per school. The writer does not know the reason why all questionnaires to be filled in by students were not returned, nor upon what basis students were selected for answering the inquiries, other than that the students were members of the ninth and tenth grades. Both boys and girls answered the questionnaires. One first-year teacher wrote that she had selected girls who had different individual problems, in order to get answers from the different ones as to their reactions of what was being done in their homemaking class. Another teacher said that her students felt that the checking was easy since the questions were just what was being carried out in the class procedures in their homemaking department. Statements made by some of the first-year teachers expressed

not only an appreciation for, but a desire to answer the questionnaire, and a freedom in responding. One reason for this group's responding well may have been that all of these teachers were familiar with the questionnaire and most of them had used it in evaluating their student teaching the year before.

No such comments were received from the experienced teachers.

The information received from the questionnaires divides itself into two distinct types:

1. The first type gives a picture of what is being done in secondary school classes and is shown by answers given on the questionnaires sent to high school students and teachers.
2. The second type includes statements of needs for the betterment of home economics departments and the improvement of teachers by teachers, superintendents, and pupils.

Since the wording of the statements of the questionnaires was based upon democratic criteria for learning experiences, they are in reality an evaluation of the extent to which such learning experiences are provided in the situations reported, and will be considered under the heading, "Evaluation of Democratic Teaching."

The second type of information was secured from the answers to the latter part of the questionnaires sent to students and teachers and from those sent to superintendents.

This information deals with the needs of homemaking departments and the preparatory needs of teachers and will be discussed under the heading of, "Needs of Homemaking Programs."

Since the process of the tabulation of the responses was laborous, only the significant results are included in this discourse.

Evaluation of Democratic Teaching

The first type of information covered in the questionnaires sent to teachers and students, consisted of questions which evaluate the use of democratic procedures in the classroom. These procedures were defined by certain criteria previously set us as the basic philosophy of the college Home Economics Education Department.

These criteria define good learning experiences as those class procedures which purposely make possible opportunities for all students: (1) to participate in the planning of class goals and procedures, (2) to select and weigh values, (3) to choose alternative courses of action, (4) to contribute to collective thinking and group action, (5) to carry on individual and group investigation and experimentation both in school and out, (6) to express individual ideas through chosen media for self-educative purposes with encouragement to reach conclusions, (7) to evaluate personal and group progress as well as the results of action, and (8) to use evaluations made for further planning and action. The college staff feels that the success of teaching which attempts to live up to these criteria is measured by the extent to which said teaching has made people concerned about the problems studied, the extent to which students continue the use of information gained through school experiences, the extent to which students continue their study of the problems studied at school, and the extent to which the quality of thinking on the part of the

students and the community has improved.¹

Since the questionnaires used were planned for the specific purpose of measuring the application of the criteria mentioned and the evidences of teaching success, it was necessary that the writer group all questions accordingly. Questions asking if students participated in selecting topics for study, determining definite goals to be reached, planning class activities and learning experiences, selecting and constructing personal and group evaluation devices to be used, planning special occasions, determining standards for judging finished products, deciding the speed and amount of time to be used in different class activities, and evaluating class procedures used and individual and group progress and achievements had to do with the actual participation of students in the planning of class goals, and procedures and were grouped and tabulated under that heading. Other questions indicating opportunities of students to select and weigh values and to choose alternative courses of action were totaled under that heading. Similarly, all questions were grouped² and the total number of responses calculated and tabulated. A summarization of the results of this tabulation is shown in Table II.

¹Boyd H. Bode, Democracy as a Way of Life.

²See Appendix, No. 4.

TABLE II

Results of Checking the Evaluation of
Democratic Teaching

Criteria	Percentage of Response									
	Experienced Teachers		Students of Experienced Teachers			First-Year Teachers		Students of First-year Teachers		
	Yes	No	Yes	No	Un-decided	Yes	No	Yes	No	Un-decided
1. Student participation in planning of goals and procedures	82	18	74	18	8	87	13	80	13	6
2. Opportunity provided for the selecting and weighing of values and alternative courses of action.	78	22	74	18	8	80	20	76	17	7
3. Opportunity for group thinking: Group work Cooperative work	76	24	74	20	6	80	20	75	19	6
4. Provision for student investigation and experimentation	61	39	58	33	9	59	41	52	42	6
5. Opportunity for students to express individual ideas through chosen media with encouragement to reach conclusions	76	24	66	24	10	83	17	73	18	9
6. Opportunity for student evaluation of personal and group progress as well as results of action.	81	19	75	18	7	80	20	81	14	5
7. Widens area of common concern	62	38	58	39	3	61	39	43	53	4
8. Work extends beyond classroom, insures continued participation.	66	34	76	16	8	54	46	72	20	8

Since no summarization gives a true picture of all factors studied, the writer also made a comparison of the replies of students of first-year teachers and the responses of students of experienced teachers by schools. When the tabulations³ were completed the school with the highest per cent answering "yes" to all questions checked by students of first-year teachers ranked 92 per cent and the school with the lowest was 52 per cent. The school with the highest per cent answering "yes" to all questions checked by students of experienced teachers ranked 86 per cent and the lowest 47 per cent.

A further comparison was made of responses of the experienced teachers with those of first year teachers. The results are shown in Table III.

³See Appendix. No. 5.

TABLE III

Percentage of Teachers Answering Questions
Regarding Democratic Teaching

	Percentage of experienced teachers answering		Percentage of first-year teachers answering	
	Yes	No	Yes	No
1. Do you permit your students to participate in the planning of their class work? Do they				
A. Discuss things to be studied as a group?	94	6	100	0
B. Help determine definite class goals and procedures?	100	0	90	10
C. Help outline subject matter to be covered?	86	14	89	11
D. Help plan class activities and learning experiences?	99	6	100	0
E. Help plan the class organization for sharing equipment and routine duties?	91	9	96	4
F. Select or construct the score cards, progress charts, and rating sheets to be used?	65	35	82	18
G. Help plan for special occasions such as exhibits, programs, banquets, etc.?	97	3	100	0
H. Help determine the standards of perfection to be reached in manipulative processes?	74	26	81	19
I. Help decide the rate of progress desired in class activities?	70	30	85	15
J. Select the methods to be used in keeping notebooks or making reports?	77	23	93	7

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	Yes	No	Yes	No
K. Help decide the amount of time to devote to different class activities?	70	30	85	15
L. Select or suggest specific assignments without being urged to do so?	62	37	82	18
2. Do your students enter freely into group discussion of class problems?	89	11	96	4
3. Is class time frequently taken to discuss personal and group problems?	89	11	70	30
4. Do your students freely express their opinion regarding class procedures and plans?	89	11	81	19
5. Do you frequently ask for student opinion and evaluation of class work?	89	11	89	11
6. Do your students frequently seek information beyond that found in assigned or suggested references?	71	29	66	34
7. Do your students frequently seek their own sources of information?	53	47	66	34
8. Do your students frequently bring new and interesting materials for bulletin boards or class files?	70	30	66	34
9. Do your students maintain a bulletin board of their own?	60	40	81	19
10. Is class time allowed for the reporting of outside student experiences?	82	18	81	19
11. Are students provided with frequent contacts with experts outside the class room?	30	70	19	81
12. Are the school files of illustrative materials, magazines, clippings, and bulletins available to students?	91	9	92	8

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	Yes	No	Yes	No
13. Are references available to students at all times?	97	3	92	8
14. Do your students frequently go on exploratory field trips?				
A. The whole class as a group?	46	54	28	72
B. Small groups of the class?	29	71	41	59
C. Individual Students?	53	47	52	48
15. Do your students frequently work in small groups on common problems where they make their own plans, carry them out, judge their results, and state their conclusions?	89	11	85	15
16. When your class is divided into small working groups, does each group report its results and conclusions to the entire class for their evaluation?	80	20	81	19
17. Do your students share in determining their personal or group ratings and grades?	65	35	63	37
18. Do you discuss individual and group progress with your students?	91	9	85	15
19. Do your students judge their personal or group progress from time to time?	74	26	74	26
20. Do you see that your students are familiar with several methods of attacking problems or of performing manipulative tasks?	91	9	100	0
21. Do you permit your students to select their own method of solving their problems?	85	15	96	4

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	Yes	No	Yes	No
22. Do you make it possible for students to try out various methods of procedure?	89	11	96	4
23. Would you permit students to use a generally accepted method which you didn't approve?	79	21	85	15
24. Do your students habitually carry on home practice?	74	26	70	30
25. Do you arrange for the display, recording, and discussion of home practice work?	70	30	73	27
26. Do your students plan and carry out home projects at their own request?	63	37	59	41
27. Do you permit students to use their own initiative and to express their individuality in creative work?	100	0	100	0
28. Are home project plans presented to the entire class for criticism and suggestions before the student begins work?	34	66	32	68
29. Do your students carry on experiments in your laboratories outside of their regular class periods?	43	57	59	41
30. Do students who are not in homemaking classes come to your department to read, to secure help on personal or group problems or to carry on experiments, or to entertain friends?	86	14	73	27
31. Do students who have finished their homemaking work come back for help or to visit?	91	9	70	30

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	Yes	No	Yes	No
32. Do former graduates still return for advice and help?	50	50	33	67
33. Do you frequently receive requests for service from adults or from community groups?	94	6	70	30
34. Do patrons frequently visit your classes?	23	77	38	62
35. Do your fellow teachers and your administrators frequently come to see what your students are doing?	62	38	80	20

The results of the tabulation designate that the first-year teachers have a higher percentage answering "Yes" to all questions than do the experienced teachers. From a total of forty-eight questions the first-year teachers rank as high or higher in thirty items.

Student participation in the classroom planning and procedures of first-year teachers is evidenced to a higher degree than in those of experienced teachers. This is indicated by the fact that the questionnaires from first-year teachers show a record of ninety-six per cent to one hundred per cent in the following items:

1. Students discuss things to be studied as a group.
2. Students help plan class activities and learning experiences.
3. Students help plan the class organization by sharing equipment and routine duties.
4. Students enter freely into group discussion of class problems.

5. Students are familiar with several methods of attacking problems or of performing manipulative tasks.
6. Students select own method of solving their problems, trying out various methods of procedure.
7. Students use their own initiative and express their individuality in creative work.

This is more than is found on the questionnaires returned by experienced teachers. On these, fewer items were checked by as many as ninety-six per cent of the group contacted. These were:

1. Students help determine definite class goals and procedures.
2. Students help plan for special occasions such as exhibits, programs, banquets, etc.
3. References are available to students at all times.

Some of the factors which, according to the criteria, are considered important, are not recognized as such by many of the teachers among both the experienced and the beginning group.

Reference to Table IV shows that less than fifty per cent of the total number of teachers contacted replied "Yes" to several questions.

TABLE IV

Types of Experiences Least Provided By Teachers

Experiences	Percentage of Experienced Teachers Answering Yes	Percentage of First-Year Teachers Answering Yes
Students are provided with frequent contacts with outside experts	30	14
Whole class frequently goes on field trips	46	28
Small groups of students frequently go on field trips	29	41
Home projects are presented to the entire class for criticism and suggestions before the student begins work	34	32
Students carry on experiments in the laboratory outside of regular class periods	43	(59)
Former graduates still return for advice and help	(50)	32
Patrons frequently visit classes	23	38

The following conclusions are drawn from the foregoing responses:

1. Both groups of teachers are providing limited experiences through field trips and through contacts with outside experts.
2. Students do not frequently carry on experiments in

the homemaking department or outside of regular class periods. This might also be evidence that students are not encouraged to carry on individual and group experiments and investigation.

3. While responses of both groups of teachers show that parents are not frequently visiting classes, they do point out that teachers are receiving requests for services from adults in the community.
4. Since the first-year teachers responded to the questionnaires early in the year, it is not surprising that the per cent having former graduates return for advice is low.
5. The fact that in only a few of the classes of both groups home projects are presented to the entire class for criticism and suggestions before the student begins work may be due to the fact that the students and teachers do not believe in this procedure, that the students dislike detailed plans and reports or that this means of acquainting all students with the home work being done is neglected.

Home economists at the college who are attempting to improve the curriculum for the preparation of homemaking teachers feel that the opinions of the students in the homemaking classes need to be considered as well as those of the teachers and superintendents. Table V shows a result of the tabulations of responses from students.

TABLE V

Percentage of Students Checking Questions
Regarding Democratic Teaching.

	Percentage of Students of Ex- perienced Teachers Answering			Percentage of Students of First-Year Teachers Answering		
	Yes	No	Undecided	Yes	No	Undecided
1. Do the members of your Home Economics class take part in planning the school work to be done? Check whether or not you participate in the ways here mentioned and add others that you may know of in the space at the end of this questionnaire.						
A. Discussing the things you would like to learn with your teacher.	92	4	4	94	3	3
B. Working with the teacher to determine definite goals to be reached.	83	8	9	85	8	7
C. Helping your teacher plan special things to be studied.	71	23	6	81	15	4
D. Helping your teacher plan class activities and learning experiences.	77	14	9	84	12	4
E. Helping your teacher plan the class organization necessary for sharing equipment and routine housekeeping duties.	81	11	8	83	13	4
F. Selecting or constructing score cards, progress charts, or rating sheets to be used.	53	37	10	57	36	7

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	Yes	No	Undecided	Yes	No	Undecided
G. Helping to plan for special occasions such as exhibits, chapel programs, banquets, teas, open house, or class parties.	92	6	2	84	10	6
H. Helping to determine the standards for finished products.	66	22	12	71	8	20
I. Helping to decide how fast you shall work.	61	30	9	70	23	7
J. Helping decide upon the amount of time to devote to different class activities.	67	23	10	72	21	7
2. Do the members of your class feel free to discuss class plans with your teacher?	93	4	3	97	1	2
3. If you had a good reason for thinking the plans suggested were undesirable, would you feel free to say so?	90	7	3	90	5	5
4. Do you feel free to criticize and to offer suggestions for changing class procedures?	72	16	12	82	9	9
5. Do you feel free to go to your teacher with your personal problems?	70	19	11	75	15	10
6. Do you look for new information in						
A. Assigned references?	64	12	4	90	7	3
B. References suggested but not assigned?	49	34	17	61	30	9
C. Readings of your own selection?	82	14	4	82	13	5

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	Yes	No	Undecided	Yes	No	Undecided
D. School files or illustrative material and magazine articles?	81	14	5	84	12	4
E. Other libraries than home or school?	48	8	44	52	60	8
F. Field trips made on your own?	40	53	7	39	54	7
G. Contacts with persons not engaged in school work?	71	23	6	68	26	6
7. Do you feel responsible for bringing new and interesting material for the bulletin board or class files?	56	32	12	75	16	9
8. Do class members have an opportunity to tell the class about the new things they have seen and read?	89	9	2	92	6	2
9. Do you frequently make field trips as a part of class work?	65	32	3	28	67	5
A. With the class?	61	36	3	24	72	4
B. With a small group of class members?	32	65	3	30	66	4
10. Do the members of your class work in small groups upon common problems where you make your own plans, carry them out, judge your results and state your conclusions?	79	14	7	90	8	2
11. When the class is divided into small working groups, does your group report its results and conclusions to the entire class for their evaluation?	75	18	7	84	11	5

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	Yes	No	Undecided	Yes	No	Undecided
12. Does your small group have opportunity to see and criticize the work of other groups in the class?	90	7	3	92	7	1
13. Do the members of your class share in determining their personal or group ratings and grades?	46	42	12	57	34	9
14. Do you feel free to discuss your personal progress with your teacher?	83	10	7	83	10	7
15. Does your class usually study several different ways of doing things?	90	5	5	92	4	4
16. Do you select the method you wish to use in solving class problems?	69	18	13	76	13	11
17. In solving a class problem, would you feel free to use a method other than that suggested by the teacher?	68	20	12	68	21	11
18. Do you try out the things learned at school in your home?	96	3	1	95	4	5
19. Do you report the results of your home practice to the class?	67	26	7	60	35	5
20. Do you plan and carry out home projects, reporting your results and conclusions to the class?	79	14	7	68	24	8
21. Do you have an opportunity to present your home project plans to the class for their criticism and suggestions before beginning work?	54	36	10	63	28	9
22. Do you try to express your own personality and individuality in the arrangement and decoration of your notebooks and your project reports?	77	16	7	70	20	10

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	<u>Yes No Undecided</u>			<u>Yes No Undecided</u>		
23. Do you ever go into the homemaking laboratories outside of class hours or during study period to try out things in which you are especially interested?	35	60	5	37	59	4
24. Do students who are not in homemaking classes come to the homemaking department to read, to secure help on personal or group problems, to entertain their friends, or to carry on experiments?	60	28	12	50	36	14

A comparison of the responses of students, Table V, and those of teachers, Table III, shows at a glance that teachers felt that they were making provision for democratic procedures to a greater extent than did the students. This may be due to the fact that the teachers, when answering, were influenced by their purposes, while the students were judging by the actual happenings.

Responses from three hundred seventy students of the experienced teachers included seven questions which were answered "Yes" by ninety per cent to ninety-three per cent of the group.

1. Members of the class feel free to discuss class plans with the teachers. 93%
2. Discuss things they would like to learn with the teachers. 92%
3. Help plan for special occasions. 92%
4. Class members have an opportunity to tell the class about new things they have seen or read. 92%
5. If they had a good reason for thinking the plans were undesirable they would feel free to say so. 90%

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| 6. Small groups have opportunity to see and criticize the work of other groups in the class. | 90% |
| 7. The class usually studies several different ways of doing things. | 90% |

Replies from two hundred sixty four students of first-year teachers show that seven questions were answered "Yes" by ninety per cent to ninety-seven per cent of those responding.

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|--|-----|
| 1. Members of the class feel free to discuss plans with the teachers. | 90% |
| 2. Discuss the things they would like to learn with the teacher. | 94% |
| 3. Small groups have opportunity to see and criticize the work of other groups in the class. | 92% |
| 4. The class usually studies several different ways of doing things. | 92% |
| 5. If they had a good reason for thinking the plans suggested were undesirable, they would feel free to say so. | 90% |
| 6. Look for new information in assigned references. | 90% |
| 7. Members of the class work in small groups upon common problems where they make their plans, carry them out, judge their results, and state their conclusions. | 90% |

TABLE VI

Expressions of Students as to Types of Experiences
Least Provided by Teachers

Questions:	Percentage of Students of Ex- perienced Teachers answering "Yes."	Percentage of Students of First-Year Teachers answer- ing "Yes."
1. Do you look for new information in other libraries than home or school?	48	32
2. Do you look for new information in field trips made on your own?	40	39
3. Do you frequently make field trips with a small group of students?	32	30
4. Do you ever go into the home-making laboratories outside of class hours or during study periods to try out new things in which you are especially interested?	35	37
5. Do you frequently make field trips as a part of class work?	(65)	28
6. Do you frequently make field trips with the class?	(61)	24
7. Do the members of your class share in determining their personal or group ratings and grades?	46	(57)

The response indicated in Table VI points out several facts.

1. Students do not look for new information, to a very great extent, in libraries other than school or home, nor through field trips.
2. A small percentage of students of both groups of teachers carry on experiments in the homemaking department, outside of regular class periods.

3. A limited number of students share in determining their personal or group ratings.

Needs Of Homemaking Programs

Since no checking device which endeavors to measure classroom procedures is wholly adequate, an attempt to supplement the foregoing information with the opinions of superintendents, teachers, and students, in regard to departmental needs, and the preparatory needs of teachers, was made through the use of other parts of the questionnaire previously described.

Needs As Expressed By Superintendents

Letters and questionnaires were mailed to eighty-seven superintendents. Forty-three replied, twenty-six of whom were the superintendents of experienced teachers and seventeen, superintendents of first-year teachers. The three questions included were stated as follows:

1. Wherein do you feel the college preparation of your teacher could have been improved?
2. What have you especially wished schools preparing home economics teachers would do?
(This may or may not apply to your present teacher.)
3. What sort of in-service training would you like to see colleges provide for home economics teachers in the field?

Since the first two questions concerned the preparation of teachers, they have been considered together in this study. Thirty-five superintendents answered question one, twenty-one from the schools with experienced teachers and fourteen from those with first-year teachers. Thirty-two answered the

second question; eighteen were superintendents of experienced teachers, and fourteen superintendents of first-year teachers.

Those needs most frequently expressed by superintendents, in reply to the two questions on the preparatory needs of teachers, show that they feel there is a need for improved methods, more practical college experiences, more practice teaching, preparation in more than one teaching field, and specific training in guidance. The number of superintendents expressing these needs is indicated by the order in which they are named. The majority of them expressed a need for the following:

1. Better planning and methods of teaching.
2. More practical experiences in college.
3. More practice teaching.
4. Preparation in more than one teaching field.
5. Training in guidance.
6. Training teachers to take part in community programs and to work with adults.
7. A better understanding of adolescent psychology.

Although these needs were most frequently expressed, a number of superintendents listed other things which they considered important. The writer assumed that the less frequently mentioned needs were considered less important by the superintendents. The needs less frequently mentioned were:

8. A need for better discipline.
9. A better understanding of the relationship of school work with home experiences.

10. More training along the lines of classroom care and management and a better knowledge of room planning.
11. More experimentation in the field.
12. Improvement in personal appearance.
13. Participation in co-operative meets rather than competitive ones.
14. Training in sponsoring outside activities.
15. Courses in publicity or promotional work for a department.

The writer felt that some of the direct answers given by superintendents would be of interest to the reader. Under each need described above, some of the quotations of superintendents are given. Regarding planning and methods they said,

There is a need for better planning and methods of teaching.

Teachers need a better understanding of the technique of instructional preparation - (a) Analysis of the need of the pupil, (b) gathering the material, (c) arrangement into instructional units, (d) its instruction, and (e) its evaluation.

Homemaking teachers need more training in the organization of their work.

To be able to plan well, teachers need to have an understanding of the different types of homes of their students.

One weakness that the college might help overcome is that the home economics teachers often fail to make their own adjustments to the needs of their own community. Often objectives are set up in which they cannot get the backing at home.

Planning should include an emphasis on living within a budget, whatever the income happens to be.

Teachers should study the community needs first and then plan the program to best meet those needs.

I have wished that the schools would teach the teachers to take their situation, whatever it is, plan and try to improve that situation.

Teachers need to be encouraged to be more adaptable by educating the students where they are, economically, educationally and socially.

Better methods of use of ideas relating to consumer problems.

Better understanding of the individual's economic situation, needs, and problems.

Procedures which will give the girls and boys a greater interest in the home, its use and care.

Individualize the instruction to the extent that each boy and girl will find immediate satisfaction in the application of the knowledge gained at school.

Judging from these comments, the superintendents desire homemaking teachers who study their communities, consider the needs of those with whom they work, and base their plans upon the individual interests and needs of all students.

The fact that superintendents felt that the college preparation of their teachers would have been improved if their experiences had been more practical is shown by the following quotations:

Provision for more practical experiences, since teachers need to be better acquainted with home conditions.

Courses could have been more practical.

A teacher needs to be very practical and to be able to use 'common sense' about the ordinary things.

Our home economics courses have been too much theory and not enough laboratory. Our laboratory equipment has not been used enough to warrant the financial outlay, nor has it been used enough to interest girls in the course.

Teachers of home economics should have as much home experience as possible.

I believe if the teacher could have had more practical experience she would have done better. The theory of her work is excellent. She is one of the best first-year teachers I have ever seen, but if she could have had more practical work, I believe she would have been better.

More preparation in the normal duties of homemaking as, duties of the child in the home, and the wife in the home.

Teachers need a real understanding of the problems common to youth.

Many young teachers are lacking in a knowledge of how to go about the organization of their work. They may know a lot of theory, but frequently they know little about the practical side of their work. The present trend to train for the 'entire home' rather than foods and clothing alone is gratifying. The technical and academic training of teachers generally has been satisfactory. I believe, however, that the average teacher is better trained to teach children from the average and well-to-do homes rather than the poor and highly under-privileged homes, where the training is most needed. To be successful with these people, the teacher must be interested, understanding, sympathetic, and above all tactful.

In general, I feel that the training received by my home economics teachers has been highly commendable. I have noted with gratification the growing emphasis on training in real life situations.

The fact that most superintendents felt the need of provision for more practical experiences for student teachers in college is important and should be significant for those who plan the curriculum in home economics education.

On the other hand one must realize that a number of things influence the practicality of a teacher. The way she accepts her college education depends, to a great extent, on that received at home, in the elementary and secondary schools. Many habits are built before the student enrolls in college, and it is essential that elementary and secondary education provide students with practical experiences

and that they be encouraged to enrich their experiences through many activities in the home and in real life situations.

Nevertheless, it is important that all subject matter taught in college be of a nature that will meet the needs of the individual. Much can be accomplished if the person knows, early in his college life, the type of work he will likely be engaged in, and is allowed to work according to individual needs, interests and capacities, with guidance from the college teachers. There must be a concern on the part of the college teacher for the welfare of each individual. Each student should be dealt with as an individual. Only if there is this concern can a college education be most practical. If the individual learns to think, he will be able to solve new problems as they arise.

Many superintendents felt that homemaking teachers needed more experience in practice teaching as a part of their college preparation. Statements to this effect follow:

Not less theory necessarily but certainly more actual practice.

The teacher's practice teaching might have been more thorough, that is more like the actual work that they go out to do in service.

By giving her a little more practice teaching, I mean practice teaching in more than one part of the work that all home economics teachers will be asked to do when they go out on a job.

We may have been lucky, but our teachers have been exceptionally well prepared. More practice teaching, or experience, is the greatest need of teachers for this department in the school. Our present teacher is seemingly well prepared and she had a broad range of subjects in college which makes her very valuable to the high school.

Increase the amount of time in practice teaching under actual conditions.

Provide actual training in a school system so that the home economics department may become co-ordinated, not a department apart, when teachers get into the field.

Give student teachers in home economics training in which the student teacher becomes an actual member of the community.

Prepare teachers for the conditions they will find when they go into service for a school as far as possible.

Send student teachers out into the field for at least six weeks, and have them do some actual teaching under the supervision of a good high school teacher. This has been practiced some, but I think this phase of the program could be extended. The student should get such experience before the final semester in school in order that she may try to improve any apparent defects before graduation.

Some superintendents evidently are beginning to realize that there is a definite need for providing college students who are majoring in home economics and expect to teach homemaking with wider experiences than have been provided in the past.

For a number of years centers for student teaching in homemaking at the Oklahoma Agricultural and Mechanical College have been either in the city school system of Stillwater, where the college is located, or at one of three small towns within driving distance of the college, Ripley, Perkins, and Yale. The students have made observations, assisted with and taught classes, have made home visits and participated in whole school and community activities in these centers in preparation for actual teaching.

The home economists at the college, however, feeling that homemaking education must be constantly and continuously improved, made an important change in the curriculum in teacher

education at the beginning of the school year 1940-41. The Department of Home Economics Education made provision for senior students in the department to do their teaching in off-campus centers. This plan provides that the student will move to one of the communities that have been selected by the college, to live for a period of approximately six weeks. The student, while living in the community, is able to get a much better picture of a teaching situation than could be provided otherwise. The student teacher has an opportunity to study both boys and girls, classroom procedures, equipment in the homemaking room, the homemaking teacher, the work being done in other departments within the school system, other teachers, the administrators, the school lunch program if one is provided, assembly programs, home room organization, the production of school entertainments, adult classes, and the home visitation program. In these training centers there are opportunities for college students to see the whole school program as well as to study the community and to recognize the resources available.

Teaching in an off-campus center seems to be a more functional experience, as it is a more typical high school situation and one sees a larger picture of the relationship between the school and the community. Another advantage is that apart from the college environment the student teacher has fewer distractions.

Although the student teacher may not find herself in a similar community when she begins the job of actual teaching, this experience is quite worthwhile. The community in which

she teachers may differ in size, in types of people, in resources, and in other ways; but the experiences she will have gained will provide effective stimulation through the valuable guidance of a good supervisor, as well as an efficient college teacher trainer.

No doubt a greater variety of practical teaching experiences is provided for the student teacher in off-campus centers. Probably the request of the superintendents that "practice teaching be offered in more than one part of the work" is now being met, since the students in these situations have experiences in several phases of the work on different levels and in some situations with different sexes, as well as in helping with the Future Homemakers of Oklahoma, homemaking groups which include junior and senior high school pupils who are taking homemaking or have had the work.

The student teachers in off-campus centers have opportunity to develop an understanding of and an attitude toward the whole program of the teaching job.

Statements of the superintendents indicated that they want homemaking in the smaller schools, and that it is often necessary for a teacher to give instruction in one or more fields other than homemaking. They also felt that there is a need for teachers to be prepared in other fields in order to have a more general education background. They felt that this would improve the attitude of the teachers toward the whole school program, and that it is easier for a teacher to obtain employment if she has more than one teaching field. The following statements give evidence of the need of the

college student to include in her teacher preparation at least one subject other than homemaking.

Teachers need more training in other fields since they have to be used in other work besides home economics.

Our teacher would have been improved by taking more education courses, more courses other than home economics.

There is a tendency for home economics teachers to feel that home economics is all important and that the other subjects are of less importance. In our school the home economics teacher teaches two periods of home economics and three to four classes in other subjects.

The smaller schools have a right to have good vocational home economics. It is my opinion that each teacher should have a strong minor in some academic field.

I feel that our teacher could have made us a more valuable teacher if she had had more training in teaching in other fields, since we have had to use her in other work besides home economics.

Require teachers to take more art.

Failure of teachers to have two or more teaching fields or an elementary certificate, results in unemployment of specialized teachers who have had no experience.

Teachers should have at least one other teaching field with a certificate issued that is more than a temporary or a one-year certificate.

The more subjects she takes along the lines of homemaking the better she is prepared. In other words, do not let the teacher specialize until she only has a narrow subject matter background.

Although there were few direct statements regarding guidance, a number of the superintendents implied the need of guidance in other statements; and some said there was need of giving greater training in the leadership of girls. This need for guidance is also pointed out by the Educational Policies Commission:

Guidance at its best is a process of becoming so well acquainted with a pupil that the teacher is able to help

the pupil better to understand himself, to plan intelligently for his own highest welfare, and to make fullest use of educational resources in carrying out his plan. Without guidance action for the welfare of each individual is a groping in the dark. Many teachers are constantly carrying on effective guidance work. A formal guidance program is not essential. Nevertheless, in this age of large high schools and constantly increasing demands on teachers, some provisions should be made to guarantee the performance of the guidance function. It is too important to be left to chance. . .

A leading senior girl in a high school was asked the question, 'Which of your experiences in this school have influenced you most to become a better American citizen?'

'The guidance,' she replied unhesitatingly. 'For the first time in my life I have been treated as a person, not just as a child or as a unit in a class. I had to be treated as a person myself before I could understand much about obligations in respecting the rights of other people or in treating them as persons. . . .'

In Greeley, Colorado, High School, emphasis is placed particularly on the relations between guidance, class instruction and extra-curricular activities. Instead of a point system for participation in student activities, the advisers are asked to counsel the more ambitious students not to take in too many activities, and to guide the more reticent students into activities from which they will gain enjoyment and profit.¹

Although only a few comments were given in regard to training teachers to be better able to take part in community programs and to work with adults, they seem to show that teachers need to know how the people in their communities live, their interests, needs, and capacities, to be able to enter into and contribute effectively to the community programs. The more important of these were:

Our teachers should know the program well enough to put it over both to the patrons and the school.

Homemaking teachers need to be better prepared to meet and associate with the parents as well as the pupil.

¹Educational Policies Commission, "Learning the Ways of Democracy," National Educational Association of the United States, Washington, D. C., 1940, pp. 136, 138.

The girls who are teaching homemaking often find it difficult to approach the women of the community; so training along that line would be helpful.

Prepare them for more adult work in the communities which they serve.

Teach them how to contact the mothers.

Some of the statements denote that the teacher of homemaking must understand adolescents in general and especially those in her classes,

She should be given better understanding of the teen age boy and girl.

A better understanding of psychology of girls twelve to eighteen would assist greatly.

In any field it is essential that a teacher understand the person to be taught. Homemaking, because of its peculiar content, offers much to meet the special needs and interests of adolescents, but instruction needs to be adjusted to each boy or girl. Homemaking offers avenues for a broadening of fields of interests, provision of wide choice of activities, and opportunities for social and recreational experiences. Homemaking also offers much that will improve the adolescent in personal appearance, social usage, poise, self confidence, an understanding of family relationships, personal hygiene, knowledge of child care, recognition and provision of food and clothing needs.

A number of needs were judged not so important since they were not expressed by many superintendents. The remainder of this section of the discourse will be devoted to these.

The need for better discipline was indicated. One

superintendent said, "The last three teachers in our school have been the weakest teachers in the system in classroom discipline."

The writer does not know the superintendent's conception of the meaning of discipline. There is a need in the classroom for the development of democratic discipline. Some years ago the teacher, who had good discipline, taught school in a room so quiet that one could hear a pin drop. Children did as they were told, when they were told. Classroom teachers today have the opportunity to create a kind of discipline that develops responsibility, initiative, and resourcefulness on the part of each individual. The efforts of the pupils need to be directed toward social goals which the group have had some voice in deciding.

It is hoped that the superintendent quoted meant that form of discipline which tends to develop initiative, responsibility, and resourcefulness and which promotes cooperative work as well as individual creativeness.

Another superintendent requested that provision be made at the college for students to observe in schools offering homemaking in the surrounding territory. The administrator may have meant more actual observation in preparation as a teacher or more actual practice teaching, or may not have known what experiences are provided for students in observation.

Students majoring in home economics education at the college are provided with opportunities, while taking the

course in Methods in Teaching Home Economics, to go to centers in Stillwater and nearby towns to observe classes in home-making. The course in methods is usually taken by students while they are juniors or first semester seniors. It is possible, since student teachers go to the off-campus centers, for other college students to accompany them and to observe a half or whole day in homemaking departments quite removed from the college environment.

An additional need named was that of developing a better understanding of the relationship of school work with home experiences. There seemed to be a need designated for students and teachers to think of home experiences as an integrated part of the homemaking program, and not as a separate unit of work. Educators believe that home experiences should be selected by the pupil to meet a real need and interest. Usually these experiences on which the pupil work provide an opportunity for the teacher to become acquainted with the girls' home responsibilities and should develop a greater interest on the part of the girl in the home. Home experiences provide a means of putting training into real life situations. These experiences may be a means of improving family relationships. Often an experience the girl is working with will call for co-operation of the entire family. Evidently superintendents hope that teacher trainers will emphasize this need and provide some experiences in order that student teachers may have contacts in the homes of those students with whom they work.

One superintendent said, "Give more training along the lines of classroom care and management and a better knowledge of room planning." In many schools the students enrolled in homemaking classes and the teachers have charge of the entire care of the department. Where this is true an opportunity is provided to train students in the care of the house. The activities carried out can provide worthwhile learning experiences in cleaning, managing, and cooperating that not only are valuable in the classroom but also in meeting real life situations in the home.

Other needs of teachers were signified by the statements of the superintendents. These statements were to encourage more experimentation in the field, improve personal appearance, emphasize cleanliness and neatness, encourage participation in co-operative meets rather than competitive ones, and train teachers to sponsor outside activities as Future Homemakers of Oklahoma.

The third question asked, "What sort of in-service training would you like to see colleges provide for home economics teachers in the field," was answered by fourteen superintendents. The following needs were expressed:

1. Offer clinics, short courses and conferences to homemaking teachers.
2. Supervisors from the college visit homemaking departments.
3. College instructors visit schools offering homemaking.
4. College furnish educational material to homemaking teachers.

5. Provide for homemaking teachers to visit other departments.
6. Make a consultation service available at the college for homemaking teachers.
7. Allow community problems to replace the masters thesis.

Administrators requested that opportunities be provided for teachers through clinics, short courses, and group conferences. Some of the important statements made were:

Frequent conferences of teachers in which the teachers could exchange ideas.

A clinic where teachers take individual problems for help in solving.

Any plan whereby teachers could get together and talk over their difficulties. I know many schools have come together during this school year. I think this helps.

More short courses or clinics.

There are some evidences of progress toward the fulfillment of this problem. Conferences are held by the State Department of Home Economics Education for sub-district and state groups during the summer, fall, and spring with attention to problems proposed by the groups concerned. Fifteen small group conferences were held in the fall and spring by the district supervisors of home economics from the state department. Every teacher of homemaking in Oklahoma was invited to attend these group conferences as well as superintendents, principals, school board members, teacher trainers, and student teachers enrolled in home economics at the colleges.

Table VII shows the attendance at the fall conference held in 1940. There are a great many teachers that did not

take advantage of the opportunity to attend the conferences.

TABLE VII

Record of Attendance at Fifteen Fall
Group Conferences in 1940

Teachers in reimbursed programs	172
Teachers in non-reimbursed programs	48
Teachers of other subjects	11
College girls preparing to assist with homemaking education programs	40
Graduate Students	4
Superintendents	17
Principals	8
Board Members	7
Mothers	3
Teacher Trainers	23
Supervisors	<u>17</u>
Total	350

Superintendents also requested that supervisors from the college visit the homemaking departments. They felt definitely that their teachers need help on local problems and that this could be given by visiting supervisors. This need is evidenced by the remarks included. Superintendents of first-year teachers felt that these visits would be particularly effective.

Send a supervisor to spend a whole day, especially with all beginning teachers early in the school year. This has been done and our school received great benefit from these visits.

The greatest help would be for a supervisor from the college to visit the teacher at work, because the problems

that exist in individual schools seem to be the ones that cause the most trouble.

These requests indicate that there is need for an itinerant teacher trainer on the college staff who would have as her responsibility the visiting of homemaking departments for the purpose of assisting teachers.

Some visits to those schools with homemaking teachers who are graduates of the Oklahoma Agricultural and Mechanical College are made by the teacher trainers at the college each year. These visits prove very enlightening for the teacher trainer and beneficial to the homemaking teachers. Only a limited number of visits can be made, however, as the teacher trainers are needed on the campus. The heavy load placed on the teacher trainers does not allow sufficient time for them to go into the field and work with the homemaking teachers. Up to now funds have not been available for this, nor for the adding of itinerant teacher trainers to carry out such a program.

One superintendent felt that the in-service training of homemaking teachers is being taken care of very well through services of the State Department of Home Economics Education. The state supervisor and the three district supervisors of home economics education make visits to schools reimbursed, schools working toward approval, and other schools as time permits. They also work with teachers and others concerned in planning and developing local programs. These state supervisors feel the need of visiting first-year teachers early in the school year and attempt to do this, in so far as time permits.

The following comments show that superintendents recommended that college teachers visit schools offering homemaking:

College instructors should visit the teachers in the field, determine the needs of students, difficulties and problems of teachers, and use this information as a basis for the training of campus students.

College instructors should come in contact with the work going on in the field. I am of the opinion that college instruction is based a little too much on the ideal rather than on actual situations that exist in our schools.

The faculty of the college should visit the classes of the high schools and get first hand experiences regarding the pupils they are preparing the teachers to teach. Most home economics teachers have some difficulty in adjusting to the high school background when they start to teach.

These comments indicate that there is a need for the instruction in college courses to be planned by teachers with a concern for and a knowledge of local and state conditions and for the provision of experiences through which college students will receive practical preparation needed by homemaking teachers.

This need is also recognized by the staff of the School of Home Economics at the college, and faculty members are urged to visit the homemaking departments and to attend homemaking conferences held for teachers.

Superintendents expressed the need for making educational materials available to homemaking teachers by the department of home economics at the Oklahoma Agricultural and Mechanical College. Types of materials desired are made known through these answers given:

Make available educational materials such as films, bulletins, and teaching materials.

A monthly bulletin sent directly to the homemaking teacher telling what others are doing in the field.

There is no doubt that a bulletin published by the college telling what others are doing in the field might be an aid to good teaching; however, the teachers would need to have time to report their activities, supervisors would need to visit the departments, and an additional load would be added to the journalism department.

Films, bulletins, and teaching materials, which could be prepared and loaned by the college faculty to teachers in the field, also were recognized by the superintendents as a need. As yet, the college has not had the means nor the staff to make such materials available.

Administrators felt that homemaking teachers should be provided with the opportunity of visiting other departments. One administrator stated that he believed that teachers would be improved if they could visit departments of homemaking while students and teachers were at work and have an opportunity to question other teachers who have had experience.

A reply to a special inquiry sent to one administrator shows that the teachers of the school system are allowed one day during the school year for visiting a school or schools of their own choosing. The administrator recommended that a teacher not visit the same school two years in succession. Teachers are required to consult the superintendent or principal of the school to be visited, for their permission to make the visitation. Teachers are urged to visit school departments in their own subject matter; however, this is not a requirement since they may visit other departments in the

school. An evaluation of the visit is made to the superintendent. This administrator feels however, that an evaluation report to the home staff of teachers would be desirable but this plan has not been followed.

While the teacher is visiting in another school, the class schedule of the visiting teacher is cared for by other teachers in the building.

Although the superintendents expressed this need as one to be met by the college, it can be provided only through the administration of the various school systems since it is a local thing. It might be necessary for several superintendents to work out a plan for visitations.

One superintendent felt that a consultant should be stationed at the college to hold conferences with homemaking teachers, who would come to the college during the year for help on individual teaching problems.

The school of Home Economics at the Oklahoma Agricultural and Mechanical College offers this service to all homemaking teachers enrolled during the summer school session and to those making special appointments during the year.

One administrator thought that the college should allow community problems to replace the masters thesis. He stated:

I believe that opportunities for teachers to work on real and vital problems, perhaps over a period of years, in the communities where they work, would be worthwhile. I believe that studies of this nature would be more valuable both to the teacher and the profession, than the average master's thesis. These studies would, of course, have to be done under the supervision of the college.

The college, too, has recognized this need, and graduate

students in Home Economics Education are urged to select their thesis problems early in their graduate work, and are encouraged to work on problems that meet local needs.

Needs As Expressed By Teachers

Seventy-one per cent of the eighty-seven questionnaires mailed to teachers were returned, thirty-five of these by the experienced teachers and twenty-seven by the first-year teachers.

The second type of information, namely that concerning the needs of teachers and homemaking departments was secured from answers to five questions in the latter part of the questionnaires sent to teachers. These questions were stated as follows:

1. What things in your program do you feel are particularly successful?
2. Wherein do you feel that you need to improve your program or your teaching procedures?
3. In what things, if any, did your college work in teacher education provide you with ample preparation?
4. Wherein did your college work in teacher training fail to give you sufficient help?
5. What sort of in-service training would you like to see your college provide for you now?

The experienced teachers answered all five questions but only four of the first-year teachers answered all of the questions. The majority of their answers were in reply to the first three questions. Since only four of the twenty-seven first-year teachers answered questions four and five, and some of these designated that they did not feel they could adequately reply, neither of the last two questions was considered

when tabulating these answers.

The things which the first-year teachers felt were particularly successful in their teaching programs are included in Table VIII.

Most of the teachers listed terms in reply to this question, instead of giving complete sentences. Since little explanation was given it was difficult for the writer to know what was meant. A variation in vocabularies used might indicate a difference in procedures and in experiences provided or it may mean that it disguises possible overlapping. For this reason all terms mentioned were tabulated in the order of their frequency.

TABLE VIII

Successful Characteristics of Teaching Programs
Reported by Teachers

Experienced Teachers			First-Year Teachers		
Order of Frequency	Items	No. Times Reported	Order of Frequency	Items	No. Times Reported
1	Subject matter	30	1	Group activity	13
	Clothing (8)		2	Subject matter	9
	Foods (7)			Foods (5)	
	Child care (3)			Clothing (2)	
	Health (3)			Child care (1)	
	Household Management (2)			Home Decoration (1)	
	Family Relations (1)		3	Pupil-teacher relations	8
	Related Art (1)		4	Planning	7

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Order of Frequency	Items	No. Times Reported	Order of Frequency	Items	No. Times Reported
	Textiles (1)		5	Cooperation (Pupil-parent-whole school)	7
	House Planning (1)		6	Enthusiasm and interest	4
	Grooming (1)		7	Improving the department	4
	Home Life (1)		8	Evaluations	3
	Home Improvement (1)		9	Methods	2
2	Group activity	7	10	Adult Education	2
3	Cooperation (Pupil-whole school-community)	5	11	Special problems	2
4	Home Experiences	5	12	Home visits	2
5	Interest	3	13	Progress	2
6	Pupil-teacher relations	3	14	Conferences	1
7	Conferences	3	15	Publicity	1
8	Home visits	3	16	Class routine	1
9	Planning	2	17	Special entertainments	1
10	Adult Education	2	18	Home experiences	1
11	Field Trips	2	19	Money making	1
12	Talks by experts	2	20	Filing	1
13	Demonstrations	2	21	Improvement in personal appearance	1
14	Equipment	1			
15	Bulletin Board	1			
16	Displays	1			
17	Publicity	1			
18	Use of illustrative materials	1			
19	Use of reference materials	1			
20	Style shows	1			
21	Movies on related subjects	1			
22	Class work made home like	1			
	Total	78		Total	73

It is interesting to note that, in spite of the fact that the experienced teachers numbered thirty-five, and the first-year teachers twenty-seven, the number of different items listed was practically the same.

In comparing the two groups of teachers represented in Table VIII, one finds that the two most frequently mentioned items are the same, but that they are given in reverse order by the groups. The first-year teachers seem to feel most secure in their use of group work, placing their presentation of subject matter second, while the experienced teachers place their presentation of subject matter first and the use of group work second.

The next most successful items reported by the first-year teachers were pupil-teacher relations, planning, and cooperation, while those reported by the experienced teachers were cooperation and home experiences.

Pupil-teacher relations were mentioned as item three by the first-year teachers while it appeared sixth in the items given by the experienced teachers. This term was mentioned twice as many times by the first-year teachers as by the experienced teachers.

Another variation was in the use of the term planning. First-year teachers reported planning as the fourth successful item while it falls ninth in those given by the experienced teachers.

Planning and cooperation are also reported as successful by first-year teachers more times than by the experienced teachers, even though there were more experienced teachers

included in the study.

The suggestions given as to the improvements needed in teaching procedures, in reply to the question, wherein do you feel that you need to improve your program or your teaching procedures, are included in Table IX.

TABLE IX
Improvements Needed in Teaching Procedures
Reported by Teachers

Experienced Teachers			First-Year Teachers		
Order of Frequency	Items	No. Times Reported	Order of Frequency	Items	No. Times Reported
1	Planning	10	1	Planning	12
2	Home experiences	8	2	Methods	10
3	Subject matter	9	3	Home visits	5
			4	Field trips	5
			5	Home experiences	4
	Foods and Nutrition (3)		6	Reference materials	4
	Child development(3)		7	Evaluations	3
	Family relationships(2)		8	Organization of Future Homemakers of Oklahoma	3
	General (1)		9	Helping students develop initiative	3
4	Evaluations	7	10	Make work more practical	2
5	Group activities	7	11	Filing systems	2
6	Filing	4			
7	Helping pupils develop initiative	4			
8	Illustrative materials	4			

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Order of Frequency	Items	No. Times Reported	Order of Frequency	Items	No. Times Reported
9	Methods	4	12	Subject matter	2
10	Teachers sponsor fewer outside activities	3	13	Foods	
11	Reference materials	2	14	First aids	
12	Interest of students	2	15	Bulletin boards	1
13	Records	2	16	Use of time	1
14	Adult classes	2	17	Adult classes	1
15	Department	2	18	Department	1
16	Storage facilities	1	17	Illustrative materials	1
17	Conference hours	1	18	Equipment	1
18	Field trips	1			
19	Home visits	1			
	Total	74		Total	61

Both groups of teachers designated planning as the first need for improvement.

One of the differences found between the needs of the two groups of teachers is that of subject matter. The experienced teachers seemed to be more concerned with improving their knowledge of subject matter than did the first-year teachers. They may have been in the field for some time without further study and feel the need of becoming familiar

with the newer developments in subject matter.

Since some of the expressions of the first-year teachers seemed important in helping one to understand the terms listed in Table IX the most significant ones are stated as reported.

Suggestions in relation to planning included such statements as,

I need to plan to include in my teaching plain, simple things for rural students, and still keep the class interesting for those who live in town.

I need to get the students to set up their goals and state their own conclusions.

I need to plan more with the girls.

Like most teachers, I may not spend quite enough time in planning classwork.

Improvement needs to be made in stimulating the pupils to do creative thinking and planning for themselves.

Work for better organization of plans

At first I had difficulty in planning enough for my class work, but since I have become acquainted with the abilities of the students, I am finding it much easier.

To have more teacher, parent, and pupil planning, especially with the parents.

Other statements of the first-year teachers show a variety of needs in relation to the methods of teaching home-making:

I feel my method of teaching clothing is not altogether satisfactory to the students and to myself.

I need more class discussion on certain phases rather than such general topics as previously done.

The keeping of the department has been rather a problem.

Improvement in the presentation of fundamental principles.

Food work with fifty minute periods is difficult.

Evidences of the need for making home visits were found in several expressions:

I need to meet the parents of my students.

I find it rather hard to gain entrance into homes and do not have time to do community work as suggested.

To find time to go into every girl's home so that I might know more of her home life and environment in which she lives.

I need to visit more in the homes.

I need to find time for home visits.

There was also an indication of the need of improved attitudes in regard to evaluation in some of the answers:

I wish grades were not so prominent in the minds of the students, and although I rarely mention them the students worry about them.

To make students think of their contract as something of worthwhile experience, rather than as school work they need to do to get a grade.

Some of the remarks specified a need for improving the home experiences of the students:

I need to help my girls to enjoy home experiences more.

Home project work has been somewhat neglected, and I'm attempting to improve the program by talking with my students individually and finding out what they need work on.

The need and use of reference materials is pointed out by the following remarks:

I need to become better acquainted with high school reference materials.

Help students to know how to use library books without definite assignments being made.

We need a better library.

Other remarks made by the first-year teachers show a need for developing pupil initiative and for making class work more practical:

I need to get the girls to rely more on their own initiative.

I need to help the girls to pry further into the why of things.

I need to try more and more to make homemaking practical for the students.

I need to help students to apply more things to their individual selves.

A number of the statements of the experienced teachers also seemed to be significant and are presented. The fact that experienced teachers felt a need for the use of democratic procedures is shown in their answers:

More pupil-teacher planning.

To get the pupils to do more of the planning.

Let the students do more of the planning.

I feel that I sometimes do too much planning.

Need to have more activities and experiences for classes, and to work out units more thoroughly with definite plans for each unit.

Better organization of class work.

These remarks of the teachers also indicate that pupil-teacher planning is needed.

There was an indication, in the answers of teachers, of the need for improving the home experiences of the students:

More class discussion on home experiences.

Creating more interest in home projects.

Perhaps I need to devote more time to home projects.

The reasons for subject matter being listed as a need are shown in the following expressions of teachers:

I need help in foods and nutrition. I am sure a course in methods of teaching this would help me. Perhaps a chance to observe good foods classes would be helpful.

I feel that I am lacking in my foods unit. My girls enjoy cooking, but I can't get them interested in the theory work. They want to cook all the time. They would rather learn by doing than by reading theories.

In the foods work, by having modern kitchen equipment and having it set up into groups.

The need of child development was indicated:

We need more child development equipment.

I feel that my unit on child care is too inactive. I have theory but not enough practice.

Suggestions relating to evaluation included:

To get the pupils to do more of the evaluating.

Class criticism and judging of problems with more use of check sheets.

I need to improve my grading system so that the students can evaluate their own work more thoroughly.

Better use of progress devices.

I feel that I need something better to guide my grading. Sometimes I feel that it is too much of a personal opinion.

I need to use more score cards.

Encourage pupils to participate more in evaluating their own progress.

Improvement in group work of classes was seen as a need and is evidenced by remarks of the experienced teachers:

I feel that I do not use the group plan in a way to achieve the greatest amount of success.

Better organization of group experiences.

I have not yet found a group system that I am entirely satisfied with.

My teaching procedures can be improved by carrying out more group activity in the sewing classes. It has been successfully used in all other types other than sewing.

I feel that I need to learn how to carry on group work with large classes. I use group work occassionally but I get discouraged each time.

Judging from these statements it seems that experienced teachers need to make improvement in the organization of class work, in guiding groups of students in attacking common problems from several angles simultaneously. They seemed particularly concerned regarding the use of definite class procedures and evaluation devices.

Filing was specified as a need as shown by the following remarks:

Better filing facilities.

My filing system could be more complete and detailed.

We need to start a school file.

One of the things which I feel that I should improve is the filing of bulletins and useful clippings.

The experienced teachers felt that they needed to help pupils develop initiative. They said:

The girls should learn to depend on themselves.

Develop initiative in the girls.

I need to put more responsibility on the students instead of doing so many things for them.

Other statements of these teachers pointed out the need for illustrative material, and for having it filed in such a manner that it would be useable:

My illustrative material is not well organized.

Develop a better file of illustrative material.

I need more illustrative material.

The following expressions show that the experienced teachers feel they should be responsible for fewer outside activities:

I need to leave out some of the sponsoring jobs I have and have more time to do my job better.

Too many other school activities, such as class sponsor, sponsor of clubs, out of the realm of homemaking, take up time that could be used in home visiting.

Several teachers seemed to believe that they should improve their methods of teaching, and one said,

Use a variety of methods to keep up interest.

Some felt that their reference materials were inadequate.

Two of them said,

We need more reference books, and then the girls could learn to depend upon themselves to find things.

More books as a set, rather than just one of some books.

One teacher, no doubt, was concerned with the student developing the ability to earn upon leaving school when she said,

Interesting more students in the profession of homemaking, as well as specialized professions, which might be an outgrowth of the course in school.

Others felt the need for stimulating a greater interest in group work and the subject as a whole.

The answers of teachers listed in Table X were made in reply to the question, "In what things, if any, did your college work in teacher education provide you with ample preparation?"

TABLE X.

Sufficient Training Provided by
College Teacher Education
Expressed by Teachers

Experienced Teachers			First-Year Teachers		
Order of Frequency	Items	No. Times Reported	Order of Frequency	Items	No. Times Reported
1	Subject matter	32	1	Practice teaching	11
	General knowledge (7)		2	Group activities	9
	Clothing (7)		3	Planning	8
	Foods (6)		4	Home experiences	6
	Child care (4)		5	Subject matter	6
	House and home (3)			General knowledge	
	Demonstrations (1)		6	Reference materials	5
	Textiles (1)		7	Methods	4
	Home management (1)		8	Home visits	4
	Related Art (1)		9	Understanding student needs	4
	Health and home nursing (1)		10	Conferences	3
2	Methods	8	11	Observations	3
3	Practice teaching	7	12	Adult education	3
4	Group activity	7	13	Keeping up professionally	3
5	Planning	5	14	Getting along with people	2
			15	Classroom procedures	2

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Order of Frequency	Items	No. Times Reported	Order of Frequency	Items	No. Times Reported
6	Classroom procedures	2	16	Philosophy of homemaking	2
7	Filing	2	17	Filing	2
8	Reference materials	2	18	Relationship with girls	2
9	Conferences	1	19	Evaluations	1
10	Home experiences	1	20	Practical experiences	1
11	Illustrative materials	1	21	Group discussions	1
12	Ability to get along with others	1	22	Ability to meet difficult situations	1
13	Teaching aids	1	23	Time problems	1
14	Professional training	1			
15	Ability to make school homelike	1			
16	Guidance in treating each student individually	1			
17	Ability to get pupil cooperation	1			
18	Home visits	1			
19	Making assignments	1			
	Total	76		Total	84

Again the stress was placed upon subject matter by the experienced teachers, and on methods by the first-year teachers. This is not surprising since the experienced teachers said they thought the presentation of subject matter was the most successful thing in their teaching programs. Neither is it surprising that the first-year teachers are still conscious of the information they received in their college courses in methods and practice teaching, as it had been less than a year since these courses were taken.

In reply to this question a larger variety of terms was presented by the first-year teachers than by the experienced group. It is interesting to note that similar terms do not appear in the responses of the two groups. An item which appeared many times in those listed for one group either did not appear in the responses of the other, or appeared only a limited number of times.

Another interesting comparison is that of the terminology used by the two groups of teachers. Since there was no way of knowing what was meant, the writer tabulated the terms as stated, in the order of their frequency.

The next question asked was, "Wherein did your college work in teacher training fail to give you sufficient help?"

The majority of the answers came from the experienced teachers. Since such a small number of first-year teachers answered, the replies were not included in this study.

For convenience, the writer classified the replies of experienced teachers under the headings, subject matter and teaching activities. Each group of needs is listed in the

order of importance. This the writer determined by the number of times each need was expressed.

The things for which the experienced teachers felt insufficient training had been provided by the college teacher education program are as follows:

1. Subject Matter

(1)	Methods	4
(2)	Flower and Vegetable Gardening	4
(3)	Adult Education	3
(4)	Equipment	3
(5)	Renovation of Furniture	2
(6)	Family Relationships	2
(7)	Landscaping and yard improvement	1
(8)	Recreation	1
(9)	Poultry	1
(10)	Consumer Education	1
(11)	Home Furnishings	1
(12)	Renovation of Clothing	1
(13)	Care of the Home	1
(14)	Child Care	1
(15)	Budgeting	1
(16)	Quantity Cooking	1
(17)	Counseling	1
(18)	Personal Appearance	1
		<u>30</u>

2. Teaching Activities.

(1)	Student Teaching	20
(2)	Home Experiences	7
(3)	Evaluation	3
(4)	Planning	3
(5)	Home Visits	3
(6)	Filing	3
(7)	Group Activities	3
(8)	Observations	2
(9)	Records	2
(10)	Visual Aids	2
(11)	Conferences	1
(12)	Boy's Classes	1
(13)	Discipline	1
		<u>51</u>

A number of replies given by these teachers seemed important to the writer, and for that reason significant direct quotations are included. Some of the comments in regard to subject matter background as expressed by experienced teachers are given first. One person said,

We really need more hours, but if necessary part of the theoretical classes could be left out.

Several remarks of the experienced teachers pointed out the importance of classroom methods used by their college teachers. Evidently they believed that it is possible for a college student to gain much valuable information concerning methods of teaching from those methods used in their subject matter classes.

I think more time should be spent in discussing how to teach subjects while the student is taking that certain subject.

I do not feel that enough help was given in how to teach certain subjects as home furnishing, family relationships, and consumer education.

How to work with slow students and disinterested ones.

Too general, not enough emphasis placed upon the particular things you teach.

Judging from other requests there is a need for more training on the part of college students who plan to teach homemaking in adult education.

I might have had more training in adult work such as discussion on the procedures and methods used.

It failed to give me sufficient help in carrying on adult work.

I needed to learn more about the adult work in the vocational homemaking program.

Work dealing with parents and adults because of their interest in school activities.

A course, in my opinion, should be offered in adult education.

I wish I had been required to take an adult education class. Methods and practice teaching are not enough. The adult education classes this year were my major problems.

Replies made by the experienced teachers regarding other phases of subject matter were:

I do not feel that enough help was given on how to teach family relationships.

I need more help on the renovation of furniture. I believe this is one thing that should be added to the requirements of a home economics major.

I need a better knowledge of flower gardening.

More help on gardening and flowers.

Budgeting my time and teaching budgeting in the classroom.

Quantity cookery to help serve banquets.

Training for recreation work.

I feel that more work is needed along the lines of personal appearance.

Techniques of counseling with students.

More help on equipment.

Help on managing with small amount of equipment and supplies.

Equipment in many schools does not equal that in the Stillwater schools, making many problems in the smaller schools.

Not enough time is given to repair of articles, as electric light fixtures and sewing machines.

More discussion of equipment and arrangement in homemaking rooms.

On comparing the subject matter needs as expressed by experienced teachers with the courses offered by the college, one finds that in each case these expressed needs are elective.

All students are encouraged to include in their program as many of these particular subjects as possible.

The experienced teachers also felt that they had not been given sufficient college training in certain teaching activities. In order to attain the goals of a teaching program it is necessary to make good use of teaching time. There are many mediums through which learning experiences may be provided. The teachers reporting felt that they had been inadequately prepared to guide students in a number of these mediums, that insufficient training had been provided in their student teaching and observations, in the direction of home experiences, in planning and evaluating, in making home visits, in keeping records and filing, in the use of group work, in teaching boys classes, in holding conferences, and in meeting discipline problems.

Some of the significant quotations of these teachers about student teaching were:

Student teachers should go to various communities and take over a teaching load for a period of time.

A program that would offer more actual experience instead of so much theory should be provided.

Meeting with actual problems with individual girls.

Not enough actual experience provided.

The situations in Stillwater and other teaching centers did not represent communities of different types.

I did my practice teaching in related art and it seems as if I have never been able to organize my food units properly. I feel that I should have done some practice work in foods.

I had more things to work with in college than I have since I have been teaching.

Student teaching, one hour a day seemed not enough.

Student teaching in a smaller school and practice training in both clothing and foods.

In planning and teaching a group of girls of different intelligence levels and teaching in a town of poorer standards than Stillwater.

It failed to give me sufficient help to teach classes in a department which is not sufficiently equipped or financed. We are allowed only a very small amount to carry on work in our department which prohibits a thorough teaching of a number of units.

More experience in direction of large classes.

I would like to have a chance to actually go into a classroom and teach the entire day's classes for a period of about four to six weeks.

I feel a need for more teaching experience in different phases of homemaking.

Not enough practical application of methods learned. I believe a practice teacher should live in a teaching center so she could get a bird's-eye view of the community.

I wish I could have had the experience of teaching a large group. The small group of thirteen seniors with whom I did my practice teaching are far different from a class of forty-six freshmen with six sewing machines.

I would have been helped more if it had been possible to have spent more time at the teacher training center. I think that this would have been a great help to everyone.

All statements reported point toward the need for practice teaching to be done in residence, in typical Oklahoma communities, where students in training could have an opportunity to see school conditions as they actually are, becoming familiar with the entire homemaking, school and community educational programs, as well as with students of different sexes and ages.

The experienced teachers seem to feel that there is a definite need for providing the student teacher with experience in analyzing and in guiding the home experiences of

of high school pupils.

The practice teacher should have experience with home projects.

More home project instruction is needed.

How to create an interest in home projects and just how to make the discussion and reports more interesting.

In home project work, I did not have enough actual supervising.

Home projects were touched upon but I did not receive enough help to put the program over.

I feel that we need more material on home projects.

One teacher pointed out the value of the participation of the college student in the evaluation of her work, and that there should be a carry over of this experience into the teaching of homemaking.

Evaluating the work; I set the goals up for the class but have not let the classes evaluate their work as much as I should.

Others express the need for improvement in evaluating the achievement of students.

Pupil participation in evaluation of college work. 'We took what the teacher gave us and were supposed to keep our mouths shut.' Too often we teach as we were taught.

Evaluating group work more definitely. Students and parents like tangible things upon which to base grades. I had trouble in setting up goals to be reached for the class as a whole.

Other things in which experienced teachers felt that their college training had given them inadequate preparation are seen in the following expressions:

Organization of units.

In college we did not do any unit work in classes and in our classrooms we are expected to use it.

Inadequacy in preparing one to adapt plans to meet any situation, for instance where there is so little to do with friends, equipment, etc. . .

Have more training on home visits.

To be able to measure the growth of students through home visitations.

Practical filing system.

I needed to set up a filing system.

More observation of teaching would help.

I might have observed more of the different types of units.

Help in group activity.

In group planning of class work.

Practical bookkeeping.

Material on records.

Visual education - operating projectors.

Selection and use of visual aids.

Have more training on conferences.

It failed to give me sufficient help in carrying on boys classes.

It taught me very little about discipline problems and how they may be handled. Of course reading something and doing it seem to be two different things.

The inquiry on in-service training was not answered by first-year teachers. Some felt that they had not been teaching long enough to realize quite what they needed.

Twenty-two of the thirty-seven experienced teachers made suggestions for the type of in-service training needed. These suggestions were:

1.	Assistance in subject matter fields	17
	(1) Adult education	7
	(2) Advanced practice teaching	1
	(3) Horticulture	1
	(4) Simplified budgeting	1
	(5) Home care	1
	(6) Renovation of furniture	1
	(7) Renovation of clothing	1
	(8) Simple calisthenics (to use in teaching a health unit)	1
	(9) Quantity cookery	1
	(10) Offer unit courses on different subjects	1
	(11) Latest development in teaching methods	1
2.	Supervision from the college on classroom procedures	11
	(1) Planning and executing group activi- ties	2
	(2) Evaluation	2
	(3) Use of progress charts	1
	(4) Filing	1
	(5) Home experiences	1
	(6) Organizing and sponsoring clubs	1
	(7) Putting on plays and assembly programs	1
	(8) Aid in teaching in a poorly financed school	1
	(9) Direction of actual classroom teaching	1
5.	Educational materials furnished to homemaking teachers by the college department of Home Economics	5
4.	To be able to visit other homemaking departments	3
5.	Consultation service made available at the college	2
6.	Hold conferences for homemaking teachers	1
7.	Loan department established by the college	<u>1</u>
	Total	40

Experienced teachers expressed a need for assistance in subject matter fields. The data shows that these teachers recognize the need for continuing their education and wish to do so in order to improve. Many return to the

college during the summer. The college staff bases the offering of summer school on the request of these teachers who plan to attend. State Department records show that the percentage of homemaking teachers in Oklahoma who attended school in 1940 was high.

For some time, short unit courses have been offered at the Oklahoma Agricultural and Mechanical College in the departments of Home Life, Household Arts, Home Economics Education, and Household Science during the summer. These courses are offered for a two, three, or four weeks period. This is another means of meeting the needs of teachers.

The greatest number of requests from teachers for assistance through in-service training was in regard to adult education. Realizing this need the Oklahoma Agricultural and Mechanical College is offering more work in adult education during the regular school year. For the first time, at the beginning of the second semester of this school year, students in upper classes were permitted and encouraged to enroll in methods of teaching homemaking for adults. The course was taught by a member of the staff who had just completed a year of advanced study at the University of Minnesota, where she gave special consideration to problems in adult education. Although the course had not been offered during the regular school term before 1940-41, it had been offered during the summer for a number of years.

The experienced teachers expressed the need for supervisors, from the college, to visit them. They stated that they would like for the supervisors to give them assistance

in planning and carrying on work, in evaluating, filing, and directing home experiences, in supervising extra-curricular activities and in meeting community needs.

Several teachers requested that educational materials be made available by the Department of Home Economics at the college. One said, "More information on books and illustrative materials." A request also was made that conferences be held for teachers. A suggestion was made that a loan department be established at the college in order that teachers might borrow things needed for a short time, which most departments cannot afford to buy for themselves. No examples were cited.

Another need expressed was that a bureau be established whereby one could write for personal counsel regarding reference materials and other helps.

Several teachers expressed a desire for visiting other departments of homemaking. The college would not be in a position to make this possible. However, the superintendents of schools could give the teachers the privilege of seeing other teacher's programs. Some of the teachers said:

Visit schools in progress during the winter months.

To visit other departments - that would help us evaluate our own work. We cannot do this unless we hire a substitute. I should like to visit a teacher training center where the student teacher is a resident teacher.

I would like to see other departments at work.

The homemaking teacher in the school system referred to on page 57 expressed to the writer her view concerning these visitations. She felt that being able to visit other departments is a most worthwhile experience. Some years this teacher

visited more than one department. She felt that other home-making teachers would receive valuable help by being given the same opportunity.

Needs as Expressed by Students

The purpose of education as proposed in the Philosophy of Homemaking Education, in the first of this study, points out the need for homemaking education. Replies from homemaking students, in answer to a request sent by the writer that they write a story on "Why Homemaking and Future Homemakers of Oklahoma?" further emphasized the need for and the importance of offering homemaking. Some of the values of homemaking are made clear by the following quotations of students enrolled in such classes.

One girl gave the following answer,

The courses in homemaking offered in our high school today are quite different from those of only a decade ago. Formerly, the courses were given to train girls for future home membership; today, these courses are given to meet our present, every day needs. In these days of changing times, too much emphasis cannot be placed upon the future, but the present must be considered. What may seem sufficient now may be wholly inadequate ten years hence.

I am grateful for the opportunity to study and learn at school the fundamentals of better home living. Through participation in the homemaking classes and in working with the Future Homemakers of Oklahoma, I have developed ability in both leadership and followership. I have become better acquainted with the girls, the faculty, and many of the school patrons. The friendship tours have helped me to make friends in neighboring towns. Visits to other schools have given me an opportunity to learn what girls are doing in other classes. I also enjoyed an opportunity to visit many other departments in nearby schools. The Future Homemakers of Oklahoma has meant much to the girls in our school, both educationally and socially.

Since I became a home economics student, I have improved my personal appearance and my personality. I believe the study of clothing, personal grooming, health, foods, and nutrition has been a wonderful help in personality development, not only to me, but to all of the girls in our school.

Home economics has become such a broad field today that it offers attractive avenues of work after completing a course in school. Many of these professions hold a particular interest for me, and I hope that I shall be able to continue my preparation so that I may be able to enter into the field of homemaking as an efficient teacher and homemaker.

A second student's reply was,

A girl is offered no greater opportunity in school than to be a homemaking student. Why? Because in the bottom of every girl's heart is the desire to be a homemaker, no matter what her ambitions may be nor how high they may soar.

There is nothing more enjoyable to me than being an active Future Homemaker of Oklahoma member. For through it and my homemaking classes, I have come to know the value of understanding the different types of people, their characteristics, and the meaning of life and happiness. Homemaking and Future Homemakers of Oklahoma have challenged me to a higher living and I hope it has done and will do the same for many girls.

Another reply reads,

There probably never has been a time in the history of our country when it was more necessary or important for a girl to know how to get along with other people and how to develop a more pleasing personality and better home life for herself and her family. I feel that my four years in homemaking classes and my two years with the Future Homemakers of Oklahoma have done more for me in helping me to reach a higher standard of living and have helped me to develop a better personality, a more pleasing appearance, and to become a greater figure in my community life than any other experiences I have had.

The opportunities I have had presented to me through group experiences in my class work have given me a chance to cooperate with others in working together as a unit. This has developed in me the ability for self and group guidance. I have learned to apply principles of better home life in my home and to obtain the assistance of my family in making our home a better place in which to live. My family and I know that our home is the dearest place in the world to us, and we all try to apply better principles of living in order to make us all happier. My home experiences have assisted me greatly in this respect.

I feel Homemaking and Future Homemakers of Oklahoma are not goals or ends in themselves, but a means which can help me in solving my life problems.

A fourth girl stated,

I believe homemaking is a course which should be studied by every person, not just by girls, but by boys also. It is important for them to learn to live. Living a well-developed life is a large task and we ourselves must put forth much effort before any gain can be realized.

All different phases of homemaking are offered to us. We learn new information concerning family life, home beautification, personal grooming, handicrafts, child care and guidance, clothing and nutrition. We learn how to apply this information given us. If we do not apply it, we have defeated our own purpose.

A further reply was,

One of the main reasons I study homemaking is that we all must do our share in creating a satisfactory home, whether we live alone or with someone else.

The last part of the questionnaires sent to students could not be answered by "yes" or "no," but gave them a chance to offer criticisms and to make suggestions which would be of help in improving programs for teacher education. The three questions asked were as follows:

1. What do you especially like about your homemaking classes?
2. What do you not like about your homemaking classes or class rooms?
3. If you were a teacher, what changes would you make?

The student's responses to the questions are shown in Table XI.

TABLE XI

Things For Which Students Had Special Liking

Order of Frequency	Students of Experienced Teachers	No. Times Reported	Order of Frequency	Students of First-Year Teachers	No. Times Reported
1	Subject matter	333	1	Subject matter	251
	Foods 138			Foods 111	
	Clothing 105			Clothing 91	
	House and Home 22			Others (as reported) 11	
	Personal improvement and personality 13			Personal improvement and personality 10	
	Child care 12			Care of the home 8	
	Health 8			House planning 7	
	Related art 6			Home and family 6	
	Care of sick and first aid 6			Child care 4	
	Etiquette 5			First aid 2	
	Others (as reported) 3			Health 1	
	Budgeting 2		2	Democratic procedures 87	
	Landscaping 1		3	Group activity 34	
2	Democratic procedures 78		4	The teacher 30	
3	Department 41		5	Variety of learning experiences 27	
4	Teacher 40		6	The department 26	
5	Group activities 31		7	Personal contact with each other 13	
6	Cooperation 26		8	Class organization 13	
7	New things learned 21		9	Carry-over of learning into the home 12	
8	Class organization 17		10	Experiences provided are worthwhile 10	
9	Discussions 16		11	Homemaking is interesting 10	
10	Experimentation 16		12	Home projects and reports 6	
11	Homemaking is interesting 13		13	Homemaking library 3	
12	Informality 9		14	Learning of value for the future 2	
13	Home projects 9		15	Class is like home life 2	
14	Equipment 9		16	Demonstrations 1	
15	Carry-over of learning into the home 9		17	Score cards 1	
16	Teacher's help 8		18	Conferences 1	
17	The subject 8				
18	Relationship with others 7				
19	Learning of value in future 5				

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20	Parties	4		
21	Class is like home life	3		
22	Home visits	3		
23	Library	3		
24	Time of class period	3		
25	Homemaking is worthwhile	2		
26	Reports	2		
27	Bulletin board	2		
28	Contract method	2		
29	Field trips	2		
30	Seating	1		
31	Chance to devel- op appreciation of home life	1		
32	Future Homemakers of Oklahoma	1		
33	Banquets and teas	1		
34	Practical experi- ences	1		
35	Planning	1		
36	Work assigned	1		
37	Don't like any- thing	1		
	Total	718	Students of First-year Teachers Total	529

As shown in Table XI, students of both groups of teachers reported subject matter as the thing which they especially liked.

The second thing reported by both groups of students was the use of democratic procedures in their homemaking classes. The writer felt that if some of the exact answers of the students were given, the reader could have a better conception of what is meant by democratic procedures.

Some of the expressions of the students of the experienced teachers were:

We feel free to discuss any phase of homemaking we wish to, and to carry out our own plans of a working schedule.

In my homemaking class I like the feeling of kindness, cheerfulness, and interest where one may express her opinions and hear the opinions of others.

In class we choose what we want to do and plan our work for ourselves. We discuss our problems freely and are helped.

We all work and discuss things together. I feel free to talk to our teacher about personal problems.

We are more at ease than when taking other subjects and are not compelled to do so much home work.

I especially like our homemaking class because we all take much interest in the work and everybody works together. We choose the things we like and think will do us more good than others. We have a teacher that works with us as if she were one of us. We like it very much.

Homemaking is the only class in which we feel free to really express our feelings and attitudes toward our lessons and problems.

I like the freedom which we have in planning things to do and in carrying out our plans.

The freedom of criticizing the way things are done; freedom to choose our own topics when giving talks and making projects.

The chance to show what I can really do. In other classes everyone has the same assignment and you have little chance to show your ability and originality.

We feel free to express our own opinions and have the privilege to use other methods than those suggested by our teacher.

I like the way the students and teacher cooperate in the homemaking department. I like it because we help plan what we do during the school year.

I like the freedom of speech.

We get to decide the things we want to study. Of course we don't do all the planning, but we feel much better to know we are helping.

We have the privilege of giving our honest opinion about things.

I like class because everyone has a "say-so" in what is to be done, how it is to be done, and when.

I like the freedom between our teacher and the pupils. She gives us a special opportunity to discuss and criticize our plans, likes, and dislikes.

Expressions made by students of the first-year teachers were:

I especially like the liberty to discuss problems that may come up in our class work. When you go into a home-making room, you feel more at home and feel more at ease to discuss any problems you wish.

I have a share in planning the work.

Our homemaking class is 'democratic.' We all share in the plans, the entertainment and the problems of the class. We all feel free to take part and express our own ideas in class.

I feel more at home in homemaking class than any other class.

The liberty to talk without being told to 'shut up' the minute you open your mouth, to plan what you want to do, and discuss it with others.

The teacher seems pleased to have new ideas presented.

We get to plan what work we do, and how long to spend on it.

I am learning to enjoy working in the kitchen due to my experience in homemaking, as I feel free to express my opinions and to make use of the advantages offered.

I like the privileges which I have in homemaking that I do not have in other classes.

In our homemaking class we have a chance to pick out our own work. The teacher does not say, 'Do this' or 'do that'; she says, 'Would you care to do this' or '-do that?' Then we vote on what to do. If the class doesn't wish to do what is suggested, the teacher says, 'How would you like to do this - or that?' You see, in this way our class works in harmony and without discord because we are allowed to do the sort of work that we like, in the manner in which we wish to do it.

I like the freedom with which we are allowed to work and the helpful advice our teacher gives us.

Everyone in the class is free to discuss whatever she wants to with the teacher. The teacher has no special interest in one person only.

I like the way our teacher lets us vote on things we do.

I like the fact that everyone has a right to express his own opinions. Things are discussed and decided upon that sometimes changes our personal opinions, but at the end we come to a definite conclusion. Our groups work together and we cooperate in class as a whole.

I like the informality of the class.

We have the opportunity to go into the laboratory and cook our meals with no one bossing us. Then, after we finish, we discuss our mistakes together.

I like the way we get to help plan what we study, instead of the teacher doing all the planning and the students having to carry them out.

I like the way we find out things for ourselves.

It is interesting to note that many students of both groups of teachers felt that their homemaking class provided democratic education because a system of pupil-teacher cooperation in planning was used. These students reported that they were given freedom to weigh values and to select their own courses of action, to express their opinions as desired, to share responsibility through group work, and an opportunity to work according to their ability and to express their originality. They also enjoyed pleasant relationships with the teacher and privileges not realized in other classes.

Although a number of comments, concerning the use of democratic procedures in homemaking classrooms, came from both groups, the writer found that more statements were reported by the students of the first-year teachers than by those of the experienced teachers. This is particularly significant since fewer students and schools of first-year teachers reported than did those of experienced teachers.

Another interesting fact is that the type of comments

made by both groups naturally fell under the headings earlier mentioned¹ as criteria for good learning experiences. The writer felt that the fact that the students made statements, which could be grouped according to these criteria, was further evidence that the criteria were a useable and worthwhile device for evaluating learning experiences. The things reported by both groups of students seem to be further proof of the conclusions reached earlier by the staff of the Department of Home Economics Education at the Oklahoma Agricultural and Mechanical College as reported in Group Experiences in Homemaking Classes by Millie Pearson, head of the department:

Many interviews with teachers and with students and several studies made of student growth and of the records of the accomplishments of teachers have caused us to become more and more convinced of the worthwhileness of this way of increasing the opportunities for cooperative student participation in the planning, carrying out, and evaluation of school work. We have found that students are not only capable but that they desire and appreciate the opportunity to determine their goals and to plan their learning experiences. . . . Where students participate in the planning, class work seems to more nearly meet the ability of the individuals in the group and there is a greater sense of satisfaction than where teachers do all the planning. . . . Where students help plan their work, seldom do we find them planning learning experiences that are identical with those in the pre-plans of the teacher, but we have found that they always follow the same general idea. Even though these plans are stated in student words and provide for experiences which were not in the original plans of the teacher, they follow a continuous line of thinking and are logical in their organization. . . . Antagonism regarding grades and personal scoring decreases as student participation in the evaluation of personal progress increases.²

¹See page 18.

²Millie Pearson, Group Experiences in Homemaking Classes, College Book Store, Oklahoma Agricultural and Mechanical College, Stillwater, p. 33.

The teachers, as the student's reason for liking home-making classes, closely followed subject matter and classroom procedures. Many other reasons were given but none as frequently as those previously mentioned.

More different types of things were listed by the students of experienced teachers than by those of the other group. There was also a difference in the order of the terms given, and in the expressions made. There may have been some overlapping of terms, but the writer tabulated them as they were reported.

As shown in Table XII, a large number of the students of both groups of teachers reported the department first, classroom procedures second, and subject matter third, as the things they did not like about their homemaking programs.

Lack of equipment was reported first and lack of space second, by both groups, as reasons for not liking the department.

In several schools the majority of the students reported that they did not have sufficient equipment. In two schools, nine students out of the ten reporting, and in four other schools seven of the ten reporting, said that they did not have sufficient equipment with which to work. In two schools, seven students of the ten answering the questionnaires reported lack of space, and five students in two others reported the same.

Many more different things, that the students did not like about their classroom procedure, were reported by the students of experienced teachers than by those of first-year teachers.

Some of these items are procedures discouraged by the home economics education staff at Oklahoma Agricultural and Mechanical College today, and fail to meet the criteria for good learning experiences described earlier in this discourse.

TABLE XII

Dislikes As Expressed by Students

Students of Experienced Teachers		Students of First-Year Teachers	
Items	No. Times Reported	Items	No. Times Reported
1 Department	193	1 Department	113
(1) Lack of equipment	85	(1) Lack of equipment	51
(2) Lack of space	40	(2) Lack of space	18
(3) Arrangement	21	(3) Lack of arrangement	15
(4) Lack of library books	8	(4) Use of department by others for class and school lunch	11
(5) Class is too large	7	(5) Poor lighting	5
(6) Location	5	(6) Height of working space	3
(7) Unattractive department	5	(7) Department as a whole	2
(8) Poor lighting	4	(8) Care of department	2
(9) Department as a whole	4	(9) Unhomelikeness	2
(10) Insufficient amount of locker space	4	(10) Heating	1
(11) Floors	3	(11) Location	1
(12) Un-homelikeness	2	(12) Not being permitted to use classroom outside of class periods	1
(13) Lack of supplies	2		
(14) Lack of screens on windows	1		
(15) Care of department	1		
(16) Uncomfortable chairs	1		

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Items	No. Times Re- ported	Items	No. Times Re- ported
2 Classroom procedures	61	(13) Lack of library books 1	
(1) Talking and noise in class 6		2 Classroom procedures 52	
(2) Group work 6		(1) Part of group work 9	
(3) Lack of experimenta- tion 6		(2) Readings 6	
(4) Assigned readings 4		(3) Reports 6	
(5) Class dis- cussion 3		(4) Dishwash- ing 5	
(6) Long outside assignments 3		(5) Talking and noise in class 4	
(7) Theory 3		(6) Notetaking 3	
(8) Reports 3		(7) Lack of field trips 3	
(9) Not enough activity 3		(8) Tests 3	
(10) Studying from books 2		(9) Lack of activity 2	
(11) Home pro- jects 2		(10) Home pro- jects and written reports 2	
(12) Project plans 2		(11) Judging 2	
(13) Making book- lets and covers 2		(12) Small a- mount of discussion 2	
(14) Only a few class mem- bers plan- ning acti- vities 2		(13) Not re- porting home pro- jects 1	
(15) All students not contri- buting to class dis- cussions 1		(14) Adding calories before getting a meal 1	
(16) Not being permitted to take home sew- ing 1		(15) Arrangement of bulletin board 1	
(17) Too much discussion 1		(16) Length of contract for time allowed 1	

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Items	No. Times Re- ported	Items	No. Times Re- ported
(18) Tests	1	(17) Assigned references	1
(19) Formal teaching	1		
(20) Washing dishes	1	3 Subject matter	19
(21) Not working in groups	1	(1) Not enough sewing offered	6
(22) Notebooks	1	(2) Too many units	4
(23) Lack of demonstrations	1	(3) Sewing	3
(24) Outlining readings	1	(4) Not having a definite text	2
(25) Strict rules	1	(5) Not enough foods offered	1
(26) Little freedom in choosing problems	1	(6) Not enough time spent in considering personal problems	1
(27) Lack of field trips	1	(7) Unrelated readings	1
(28) Paying fees	1	(8) Class too difficult	1
3 Subject matter	29	4 Time	18
(1) Sewing	9	(1) Class periods too short	14
(2) Houseplanning	6	(2) Hour of class period	3
(3) Foods	3	(3) Too much time spent on the one phase	1
(4) Child care	3	5 Relationships	9
(5) Not enough foods	3	(1) Lack of co-operation	7
(6) Health	2	(2) All class members not being given some privileges	2
(7) Not enough home nursing	1	6 Disturbances from outside the department	2
(8) Not enough discussion of personal problems	1		
(9) Personality	1		
4 Time	19		
(1) Time allowed too short			
5 Relationships	14		
(1) Lack of co-operation	13		
(2) Restraint between pupils and teacher	1		
Total	316	Total	213

As might be expected, students reported that they would make changes in the same things they reported they disliked. After carefully considering the responses the writer found that the changes suggested belong to a few definite groups. The grouping, with the total number of responses for each, as reported by students of experienced teachers were, department, 81; classroom procedure, 64; relationships, 12 and; time, 8.

Those changes reported by students of first-year teachers were, classroom procedures, 58; department, 55; time, 7, subject matter, 4 and; relationships, 4.

Table XIII shows the types of changes the student included under each grouping.

TABLE XIII
Changes Suggested by Students

Students of Experienced Teachers		Students of First-Year Teachers	
Changes Students would Make if they were Teachers	No. Times Reported	Changes Students would Make if they were teachers.	No. Times Reported
1 Department	81	1 Classroom procedures	58
(1) Add equipment 32		(1) Improve discipline 14	
(2) Improve department 13		(2) Change group work 9	
(3) Add space 9		(3) Arrange for field trips 4	
(4) Add library books 9		(4) Change methods 3	
(5) Have smaller classes 6		(5) Not have reports 3	
(6) Rearrange department 6		(6) Have class discussion 2	
(7) Make department more homelike 3		(7) Have more reports 2	
(8) Improve care of department 2		(8) Let pupils give suggestions 1	
(9) Improve lighting 1			

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Changes Students would Make if they were Teachers	No. Times Re-ported	No. Times Re-ported	Changes Students Would Make if they were teachers.	No. Times Re-ported
2	Classroom procedures	67		
	(1) Change discussion 9		(9) Have more demonstrations 1	
	(2) Have more experimentation 6		(10) Arrange for field trips 1	
	(3) Have no project plans or reports 4		(11) Let students help grade papers 1	
	(4) Discuss personal problems 3		(12) Talk over personal problems with girls 1	
	(5) Change group work 3		(13) Have a closer relationship in reference reading 1	
	(6) Allow freedom of speech and participation 3		(14) Follow a text book 1	
	(7) Change methods in foods laboratory 3		(15) Not require so much 1	
	(8) Not require specific readings 2		(16) Not require so much reading 1	
	(9) Let students sit where they wish 2		(17) Use a plan whereby each student advances according to her capabilities 1	
	(10) Let students help plan 2		(18) Have only one home project 1	
	(11) Allow all students some privileges 2		(19) Assign certain days to work on projects and certain days for discussion 1	
	(12) Permit students to use department outside of class periods 2		(20) Base work on needs of girls 1	
	(13) Let students think for themselves and solve own problems 2		(21) Have more notebook work 1	
	(14) Have more definite plans 2		(22) Allow girls to help plan 1	
	(15) Arrange for field trips 1			
	(16) Give instruction as needed 1			

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Changes Students would Make if they were Teachers	No. Times re-ported	Changes Students would Make if they were Teachers	No. Times re-ported
(17) Change class organization	1	(23) Have less discussion	1
(18) Have more social activities	1	(24) Have fewer preliminaries	1
(19) Make girls feel more at home	1	(25) Consider other activities of girls	1
(20) Allow girls to talk while working	1	(26) Not deduct from grades when absent	1
(21) Allow more individual work outside of class	1	(27) Have tests oftener so they won't be so hard	1
(22) Improve discipline	1	(28) Exhibit home projects	1
(23) Have more class demonstrations	1	2 Department	55
(24) Discuss things to do with the class	1	(1) Add equipment	22
(25) Have no tests	1	(2) Rearrange department	12
(26) Have bulletin board giving directions for activities	1	(3) Improve department	8
(27) Hold students responsible for assignments	1	(4) Improve care of department	7
(28) Have short reports every day	1	(5) Make department more homelike	1
(29) Be more informal as a teacher	1	(6) Have a separate foods laboratory	1
(30) Help students not to be timid	1	(7) Improve lighting	1
(31) Not require notebooks	1	(8) Add space	1
(32) Not require outlines	1	(9) Improve library	1
(33) Have fewer reports	1	(10) Have smaller classes use department	1
(34) Make work more practical	1	3 Time	7
		(1) Have more time for class	6
		(2) Change hour of class period	1
		4 Subject Matter	4
		(1) Add homemaking IV	2

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Changes Students would Make if they were Teachers		No. Times re-ported	Changes Students would Make if they were Teachers.		No. Times re-ported
	(35) Let students plan class organization and activities	1		(2) Have sewing longer	1
	(36) Let students have more privileges	1		(3) Have more work on foods	1
3	Subject Matter	24	5	Relationships	4
	(1) Have more cooking	8		(1) Treat all students alike	2
	(2) Have less sewing	5		(2) Be friendlier with girls	1
	(3) Add homemaking III	5		(3) Have better cooperation	1
	(4) Have exchange classes with Agriculture class	2			
	(5) Add more homemaking	2			
	(6) Leave out house-planning	1			
	(7) Add Homemaking IV	1			
4	Relationships	12			
	(1) Have better cooperation with pupils and mothers	8			
	(2) Have better understanding with girls	3			
	(3) Treat students as human beings	1			
5	Time	9			
	(1) Have more time for class periods	8			
	(2) Change hour of class period	1			
	Total	193		Total	128

The fact that classroom procedures are listed as the most desired change by students of first-year teachers, seems to contradict the fact that this group of students also considered classroom procedures used as the second best liked thing about their class work in homemaking.

This may be accounted for in part by the fact that the first-year teachers may have introduced classroom procedures which are new, that all students are not yet accustomed to these changes, that there is a tendency on the part of some students to hold to procedures previously used, and that still other students may be confused by the teacher's attempt to use democratic procedures.

Some of the statements made by the students in this group indicate that democratic classroom procedures were not in use. This may be due to the fact that the teachers of these students did not believe in, or may not have understood how to provide the type of learning experience emphasized in their college preparation. Another reason for the responses being reported as they were, may be that the teachers had not yet had sufficient time to make any significant changes.

The same contradiction appears in the responses made by the students of the experienced teachers. They, too, indicated on the one hand a desire to change, and on the other hand a liking for classroom procedures used.

This may be accounted for by the fact that the desire for change in classroom procedures comes from students concentrated within a few schools. This was found in the case of both

groups. The students of experienced teachers who desired sixty per cent of the changes in classroom procedures came from eight different schools, while the students of the first-year teachers from eight schools made seventy-one per cent of the requests for changes of this type. Table XIV shows the requests for changes according to number of schools represented.

TABLE XIV

Student Requests For Changes
In Classroom Procedures.

Students of Experienced Teachers		Students of First-Year Teachers	
Number of Schools Reporting	Number of Requests For Changes	Number of Schools Reporting	Number of Requests For Changes
1	6	1	5
1	5	1	4
2	4	6	3
4	3	2	2
7	2	9	1
7	1		

Since the majority of the changes regarding classroom procedures were reported by the students from only a few schools, since there were several schools where all the students reporting said that they were satisfied with things as they were and could offer no suggestions; and because many students of both groups reported they liked the democratic

procedures provided, there would seem to be sufficient evidence that democratic procedures are being used by many teachers in both groups, and that students approve. It also would seem that numerous changes in classroom procedures would need to be made within only a few schools.

Another change requested by a large number of students indicates a need for improvement in the homemaking departments. Addition of new equipment was the thing requested most frequently by both groups of students. Many other changes for improvement were suggested as seen in Table XIII.

Only a few in both groups reported changes desired in relationship between students and teachers. Some students in both groups felt that not enough time was allowed for homemaking classes. This indicates a liking for the subject.

Conclusions

After careful consideration of all data the writer found that the following facts seemed most significant.

Homemaking teachers in secondary schools provided limited student experiences through field trips and contacts with outside experts.

A number of homemaking students did not feel free to carry on investigation and experimentation in the homemaking department outside of class hours.

Teachers provided students with little opportunity to share their individual and group ratings. However there was a desire on the part of some teachers to improve the evaluation of student and group progress as well as that of achievements.

Students expressed a desire to use democratic class procedures by indicating the need for more student participation in planning and evaluating class activities.

Few parents visited the homemaking classes, however a number of teachers reported that they received requests from parents for help.

Many homemaking departments had insufficient space and equipment.

There was a desire on the part of many teachers and superintendents for improved methods and planning.

The teachers who had graduated recently seemed to have a better conception of present day educational philosophy and democratic methods of teaching than did the experienced teachers.

Some college subject matter courses were considered impractical by superintendents and teachers.

The practice teaching experiences provided homemaking teachers were considered inadequate by superintendents and teachers. Both preferred off-campus student teaching experiences.

Teachers and superintendents felt that teachers have been provided with insufficient training in guidance, adult education and adolescent psychology.

There was a desire on the part of teachers and superintendents that teachers in the field continue their education.

Superintendents expressed a desire that homemaking teachers be prepared for more than one teaching field.

These facts seem to imply a need for:

1. Providing special training for homemaking teachers in guidance, adult education, and adolescent psychology.

2. The college providing student teachers in homemaking with more practice teaching, including many types of experiences.

3. Preparing homemaking teachers for more than one teaching field.

4. Providing more practical experience in the college subject matter courses, basing these experiences upon the information gained from visits of college instructors to homemaking departments.

5. The college helping homemaking teachers in improving their knowledge of and their ability to develop and use

personal and group evaluation devices. This may also imply a need for a changed philosophy of education.

6. Preparing homemaking teachers who can provide for increased parent-pupil-teacher planning.

7. Placing emphasis in teacher education on the use of community resources as learning materials.

8. Both college and secondary teachers improving their classroom procedures.

9. College and state supervisors to give in-service assistance to homemaking teachers on classroom procedures and subject matter content.

10. Local schools to improve their homemaking departments.

11. Local schools making the homemaking equipment and supplies available for educative purposes to all students in the school, all of the time.

12. Continued teacher education based on needs of teachers and students in the field.

13. Providing clinics, short courses, and conferences for homemaking teachers in service.

14. Placing emphasis upon the use of democratic procedures at group conferences and professional meetings; also in short courses and workshops offered as a part of summer school work for teachers.

15. The college providing a consultation service, furnishing educational materials, and establishing a loan department for teachers.

16. Local school systems decreasing the responsibilities required of homemaking teachers. This probably would mean the employment of additional teachers since the local demands upon homemaking departments are increasing.

17. Local school systems making it possible for homemaking teachers to visit other homemaking departments.

These needs are of three types namely, (1) an improved teacher education program in the college, (2) an in-service training program promoted by the college in cooperation with the State Department of Home Economics Education, and (3) improved local conditions on the part of secondary schools.

Since the major responsibility of meeting these needs (both preparatory and in-service training) falls upon the teacher training institution it necessitates the reevaluation of all course offerings because they are in reality suggestions for the improvement of teacher education.

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APPENDIX

Appendix No. 1

Supt. _____

Dear Mr. _____:

The faculty of the Home Economics Education Department of Oklahoma A. & M. College is very anxious to improve its program for the preparation of teachers. Although a number of measuring devices are being used, we feel that no plan of improvement is complete which does not take into consideration the opinions of the superintendents who employ our graduates.

Would you please help us by stating your opinion of your home economics teacher and your department on the enclosed form.

Sincerely,

Millie Pearson
Associate Professor
Home Economics Education
Oklahoma A. & M. College

Appendix No. 2

Dear Fellow Teachers:

The Home Economics Education Department is very anxious to improve its program of Teacher Education.

I am now making a critical analysis of the professional courses offered in this department, hoping that I may later be able to suggest improvements for coming years.

No analysis of a teacher education program is complete without the reactions of those who have been students and no plan for improving teacher education is complete without knowing what is happening in the public schools of the state.

Would you please answer the enclosed questions regarding what is happening in your classes and your opinion of your college preparation for teaching?

I would very much like to know your name and where you are teaching, should you care to give it.

Sincerely,

Millie Pearson

QUESTIONNAIRE No. 1

(for Teachers)

	<u>Yes</u>	<u>No</u>
1. Do you permit your students to participate in the planning of their class work? Do they		
A. Discuss things to be studied as a group?	_____	_____
B. Help determine definite class goals and procedures?	_____	_____
C. Help outline subject matter to be covered?		
D. Help plan class activities and learning experiences?	_____	_____
E. Help plan the class organization for sharing equipment and routine duties?	_____	_____
F. Select or construct the score cards, progress charts and rating sheets to be used?	_____	_____
G. Help plan for special occasions such as exhibits, programs, banquets, etc.?	_____	_____
H. Help determine the standards of perfection to be reached in manipulative processes?	_____	_____
I. Help decide the rate of progress desired in class activities?	_____	_____
J. Select the methods to be used in keeping notebooks or making reports?	_____	_____
K. Help decide the amount of time to devote to different class activities?	_____	_____
L. Select or suggest specific assignments without being urged to do so?	_____	_____
2. Do your students enter freely into group discussion of class problems?	_____	_____

3. Is class time frequently taken to discuss personal and group problems? _____
4. Do your students freely express their opinion regarding class procedures and plans? _____
5. Do you frequently ask for student opinion and evaluation of class work? _____
6. Do your students frequently seek information beyond that found in assigned or suggested references? _____
7. Do your students frequently seek their own sources of information? _____
8. Do your students frequently bring new and interesting materials for bulletin boards or class files? _____
9. Do your students maintain a bulletin board of their own? _____
10. Is class time allowed for the reporting of outside student experiences? _____
11. Are students provided with frequent contacts with experts outside the class room? _____
12. Are the school files of illustrative materials, magazine clippings, and bulletins available to students? _____
13. Are references available to students at all times? _____
14. Do your students frequently go on exploratory field trips
 - A. The whole class as a group? _____
 - B. Small groups of the class? _____
 - C. Individual students? _____
15. Do your students frequently work in small groups on common problems where they make their own plans, carry them out, judge their results, and state their conclusions? _____

-3-

16. When your class is divided into small working groups does each group report its results and conclusions to the entire class for their evaluation? _____
17. Do your students share in determining their personal or group ratings and grades? _____
18. Do you discuss individual and group progress with your students? _____
19. Do your students judge their personal or group progress from time to time? _____
20. Do you see that your students are familiar with several methods of attacking problems or of performing manipulative tasks? _____
21. Do you permit your students to select their own method of solving their problems? _____
22. Do you make it possible for students to try out various methods of procedure? _____
23. Would you permit students to use a generally accepted method which you didn't quite approve? _____
24. Do your students habitually carry on home practice? _____
25. Do you arrange for the display, recording and discussion of home practice work? _____
26. Do your students plan and carry out home projects at their own request? _____
27. Do you permit students to use their own initiative and to express their individuality in creative work? _____
28. Are home project plans presented to the entire class for criticism and suggestions before the student begins work? _____
29. Do your students carry on experiments in your laboratories outside of their regular class periods? _____

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30. Do students who are not in Homemaking classes come to your department to read, to secure help on personal or group problems or to carry on experiments, or to entertain friends? _____
31. Do students who have finished their homemaking work come back for help or to visit? _____
32. Do former graduates still return for advice and help? _____
33. Do you frequently receive requests for service from adults or from community groups? _____
34. Do patrons frequently visit your classes? _____
35. Do your fellow teachers and your administrators frequently come to see what your students are doing? _____

What things in your own teaching program do you feel are particularly successful?

Wherein do you feel that you need to improve your program or your teaching procedures?

In what things, if any, did your college work in teacher education provide you with ample preparation?

-5-

Wherein did your college work in teacher training fail to give you sufficient help?

What sort of in-service-training would you like to see your college provide for you now?

Name _____

Location _____

Date of Graduation _____

Advanced study done since graduation:

Where _____ What _____

Appendix No. 3

Dear Students:

The purpose of this questionnaire is to find out what students are doing in homemaking classes and what they think of their work. We believe that this information secured directly from public school students will be valuable in helping colleges to prepare better teachers in the future. The questions are arranged so that you need only to check your answer in the spaces provided. You do not need to sign your name.

Sincerely,

Millie Pearson
Oklahoma A. & M. College

1. Do the members of your Home Economics Class take part in planning the school work to be done? Check whether or not you participate in the ways here mentioned and add others that you may know of in the space at the end of this questionnaire.

	<u>Yes</u>	<u>No</u>	<u>Unde- cided</u>
A. Discussing the things you would like to learn with your teacher.	_____	_____	_____
B. Working with the teacher to determine definite goals to be reached.	_____	_____	_____
C. Helping your teacher plan the special things to be studied.	_____	_____	_____
D. Helping your teacher plan class activities and learning experiences.	_____	_____	_____
E. Helping your teacher plan the class organization necessary for sharing equipment and routine housekeeping duties.	_____	_____	_____
F. Selecting or constructing score cards, progress charts, or rating sheets to be used.	_____	_____	_____
G. Helping to plan for special occasions such as - exhibits, chapel programs, banquets, teas, open house, or class parties.	_____	_____	_____
H. Helping to determine the standards for finished products.	_____	_____	_____
I. Helping to decide how fast you shall work.	_____	_____	_____
J. Helping decide upon the amount of time to devote to different class activities.	_____	_____	_____
2. Do the members of your class feel free to discuss class plans with your teacher?	_____	_____	_____
3. If you had a good reason for thinking the plans suggested were undesirable, would you feel free to say so?	_____	_____	_____

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	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
4. Do you feel free to criticize and to offer suggestions for changing class procedures?	_____	_____	_____
5. Do you feel free to go to your teacher with your personal problems?	_____	_____	_____
6. Do you look for new information in			
A. Assigned references?	_____	_____	_____
B. References suggested but not assigned?	_____	_____	_____
C. Readings of your own choosing?	_____	_____	_____
D. School files or illustrative material and magazine articles?	_____	_____	_____
E. Other libraries than home or school?	_____	_____	_____
F. Field trips made on your own?	_____	_____	_____
G. Contacts with persons not engaged in school work?	_____	_____	_____
7. Do you feel responsible for bringing new and interesting material for the bulletin board or class files?	_____	_____	_____
8. Do class members have an opportunity to tell the class about the new things they have seen and read?	_____	_____	_____
9. Do you frequently make field trips as a part of class work?	_____	_____	_____
A. With the class?	_____	_____	_____
B. With a small group of class members?	_____	_____	_____
10. Do the members of your class work in small groups upon common problems where you make your own plans, carry them out, judge your results and state your conclusions?	_____	_____	_____
11. When the class is divided into small working groups does your group report its results and conclusions to the entire class for their evaluation?	_____	_____	_____

-3-

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
12. Does your small group have opportunity to see and criticize the work of other groups in the class?	_____	_____	_____
13. Do the members of your class share in determining their personal or group ratings and grades?	_____	_____	_____
14. Do you feel free to discuss your personal progress with your teacher?	_____	_____	_____
15. Does your class usually study several different ways of doing things?	_____	_____	_____
16. Do you select the method you wish to use in solving class problems?	_____	_____	_____
17. In solving a class problem would you feel free to use a method other than that suggested by the teacher?	_____	_____	_____
18. Do you try out the things learned at school in your home?	_____	_____	_____
19. Do you report the results of your home practice to the class?	_____	_____	_____
20. Do you plan and carry out home projects, reporting your results and conclusions to the class?	_____	_____	_____
21. Do you have an opportunity to present your home project plans to the class for their criticism and suggestions before beginning work?	_____	_____	_____
22. Do you try to express your own personality and individuality in the arrangement and decoration of your notebooks and your project reports?	_____	_____	_____
23. Do you ever go into the Homemaking laboratories outside of class hours or during study period to try out things in which you are especially interested?	_____	_____	_____
24. Do students who are not in Homemaking classes come to the Homemaking department to read, to secure help on personal or group problems, to carry on experiments, or to entertain their friends?	_____	_____	_____

Appendix No. 4.

CRITERIA FOR CHECKING
EVALUATION OF DEMOCRATIC TEACHING

CRITERIA	STUDENT QUESTIONS	TEACHER QUESTIONS
1. Student participation in planning of goals and procedures	1.-A,B,C,D,E, F, G, H, I, J. 2,3,4,10,13,16.	1.-A,B,C,D,E,F, G,H,I,J,K,L. 2,3,4,15,16,21, 23.
2. Opportunity provided for the selecting and weighing of values and alternative courses of action.	3,4,10,15,16,17, 19,20,21.	4,15,20,21,22, 23,25,28.
3. Opportunity for group thinking: Group work Cooperative work	1.-A,B,C,D,E, F,G,H,I,J. 2,8,9.-A,B,10, 11,12,21.	1.-A,B,C,D,E,F, G,H,I,J,K,L. 2,3,10,14.-A,B, 15,16,28
4. Provision for student investigation and experimentation.	6.-A,B,C,D,E, F,G, 9.-A,B,23,24.	6,7,11,12,13,14,- A,B,C. 26,29,30.
5. Opportunity for students to express individual ideas through chosen media with encouragement to reach conclusions.	7,22.	8,9,27.
6. Opportunity for student evaluation of personal and group progress as well as results of action.	10,11,12,13, 14.	5,15,16,17,18, 19.
7. Widens area of common concern.	6.-F,8,9,-A, B, 18,19,20, 24.	10,14.-A,B,C,24, 25,30,33,34,35.
8. Work extends beyond classroom, insures continued participation.	5,13,20,24.	11,24,30,31,32.

* All numbers used are the exact numbers of the questions as they appear on the questionnaires.

Appendix No. 5.

Comparison of Responses of Students of
Experienced Teachers and First-Year Teachers
On Evaluation of Democratic Procedures

Per cent of Students of Experienced Teachers Answering				Per cent of Students of First-Year Teachers Answering			
School	Yes	No	Unde- cided	School	Yes	No	Unde- cided.
1	78	15	7	1	72	10	8
2	63	29	8	2	56	32	12
3	78	19	3	3	90	10	0
4	70	25	5	4	76	21	3
5	62	31	7	5	59	31	10
6	56	29	15	6	66	25	9
7	77	13	10	7	83	12	5
8	74	23	3	8	52	40	8
9	59	33	8	9	92	8	0
10	71	22	7	10	70	28	2
11	57	39	4	11	69	24	7
12	55	30	15	12	67	23	10
13	74	19	7	13	65	21	14
14	75	22	3	14	84	14	2
15	59	34	7	15	84	12	4
16	82	8	10	16	77	18	5
17	79	18	3	17	89	8	3
18	70	24	6	18	68	24	8
19	77	20	3	19	73	27	0
20	65	32	3	20	62	33	5
21	85	10	5	21	71	23	6
22	72	23	5	22	61	31	8
23	66	24	10	23	62	34	4
24	62	26	12	24	52	39	9
25	69	24	7	25	67	28	5
26	64	26	10	26	84	14	2
27	86	10	4	27	72	25	3
28	83	14	3				
29	47	46	7				
30	63	28	9				
31	71	26	3				
32	72	19	9				
33	61	20	19				
34	59	33	8				
35	78	15	7				

Typist: Evelyn M. Eaton.