

THE STUDENT TEACHING PROGRAM IN
VOCATIONAL HOME ECONOMICS AT
JACKSONVILLE STATE UNIVERSITY
A Study in Education

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1968

by

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A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education in the
Department of Secondary Education of the
College of Education in the
Graduate School of the University of Alabama

UNIVERSITY, ALABAMA

1968

ACKNOWLEDGMENTS

No research project is ever the work of an individual, and this is particularly true of this study. It is not possible to acknowledge specifically the help of those people whose example, writings and counsel over the past years may appear in this manuscript as insights apparently "discovered" by the writer. Where practical, credit is given to the original donor, but many ideas have been so mingled and integrated that they have become a part of my own thinking. A sincere "thank-you" is expressed to those of you who may see your influence contained herein.

Sincere appreciation is expressed to Dr. James D. Powell, the writer's faculty adviser and friend, who served as chairman of her doctoral committee. His interest, sympathetic guidance and good humor have proven to be an invaluable source of encouragement during these years of study and the writing of this dissertation.

A special debt of gratitude is expressed to another member of the doctoral committee, Dr. H. B. Woodward, Jr., for his help in the completion of this dissertation as well as for his advice and valuable counsel throughout the doctoral program.

Appreciation is also expressed to other members of the doctoral committee, Dr. Dorothea Grace Rockarts for her tireless efforts and enthusiasm for the work being done, and Dr. Adolph B. Crew, whose guidance in early studies and whose quiet confidence and acceptance have meant so very much. Both have been so willing to give of their time for which the writer is truly grateful.

Special acknowledgment is due the cooperating teachers in the local high schools, present and former student teachers, and members of the faculty of the Department of Home Economics, Jacksonville State University, whose genuine cooperation has made this study possible.

Sincere gratitude is also expressed to Jessie W. Newell, Jacksonville High School. In the early years of the writer's teaching it was she who listened patiently, calmly accepted, and gave immediate help and suggestions to a beginning teacher. Through the years her perspicacious insights into professional problems, and her excellent judgment influenced the writer's basic philosophy of education and helped crystallize her thinking on many matters related to the central cause to which this work is dedicated: the cause of improving the student teaching experience in home economics. For this interest, encouragement, and inspiration from my teacher and friend I owe so much.

Genuine appreciation is expressed to Mrs. Esther R. Propst, librarian, University, Alabama, for her assistance and cooperation throughout the writing of this dissertation. To Mrs. Miriam W. Haywood, Jacksonville State University, who typed this manuscript from the early sketches to the final copies, I am deeply indebted. Miriam gave not only mechanical help but the invaluable support of enthusiasm.

Above all, gratitude is affectionately expressed to my family, especially to my three sons, Edward II, Robert, and Alan, who for many years have been my inspiration and my pride; and, to their wives--Carol, Gail, and Anna--for their patience, understanding, encouragement, and help throughout the period when this study was in progress.

Finally, I owe most of all from a human perspective to my

husband, Edward, whose loyalty and calm confidence from the beginning that I would complete this manuscript prompted me into getting it finished. His steadfast devotion and faith in me was always present. It is to him, and to my parents, Willie E. and Henry G. Rhodes, whose realization of the importance of education led to many years of sacrifice and personal involvement, that this work is dedicated.

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CHAPTER I

INTRODUCTION

The realization that flexible and effective education is the most urgent need of society in today's changing world is universally recognized. Educational institutions are charged with the duty to impart the necessary knowledge, understandings, skills, appreciations and values that man has need of and is capable of receiving.

The teacher has long been recognized as the key person qualified to assist the student in developing the basic skills for clear, objective thinking. It is generally agreed that our greatest need is for well-trained, qualified teachers in both elementary and secondary schools. Those in charge of the preparation of such teachers also agree that the most important aspect of teacher education is the student teaching experience. The role of student teaching in the preparation of teachers is more significant today than at any other time since the certification of teachers became accepted practice. The preparation of the teachers of the future deserves careful consideration by those who are serving in this capacity.

In an effort to keep pace with rapid changes which are taking place in our society, schools have changed considerably in the past several years. Because of the knowledge brought forth by the efforts of sociologists, psychologists, and philosophers to study the individual and society, constructive changes in organization, curriculum, and methods of teaching have taken place. The increased use of new instructional

materials and equipment such as television, teaching machines, and other audio-visual aids has made a significant impact on the school. Many educational patterns that were appropriate and adequate a few years ago are no longer applicable. During the 1930's we were a depression-ridden nation. The forties brought war and its aftermath. After World War II, concern for the quality of American school teaching was overshadowed by the quantitative aspects of a crisis in the nation's schools. The crisis of a soaring school-age population turned public attention mainly on the shortages of teachers and classrooms needed to meet rapidly expanding enrollments. The fifties were also characterized by the tremendous technical and industrial growth of America.

During the past decade scientific discoveries, political developments, and industrial and socio-economic changes have contributed immensely to the change that is evident in our way of living. The sixties promise continuing changes in our society, in industry, in government, and in science. The educational needs of America only ten years ago were quite different from those of today, so can we not expect more radical changes in our way of living in the years to come? Pupils attending school today will live in twenty-first century America.

Have institutions in which prospective teachers are prepared kept up with educational trends, or should programs of student teaching be re-examined, objectives clarified, and goals broadened to help provide the superior teachers who are constantly needed to guide the youth of our nation?

Statement of the Problem

The purpose of this study was to examine the strengths, weaknesses, and needs of the student teaching program in vocational home economics at Jacksonville State University. Consideration was given to what constitutes an effective student teaching experience, and an effort was made to prepare recommendations for implementing the program at this university.

An effort is being made in the Department of Home Economics, Jacksonville State University, to build a more effective and worthwhile curriculum and pattern of student teaching experiences, to improve supervisory practices, to give better orientation to cooperating teachers and to develop a system of evaluation designed to help the student teacher grow in those areas which are basic to the work of an effective teacher-citizen.

A summary of the objectives of this study are:

1. to survey existing practices in the home economics student teaching program at Jacksonville State University,
2. to develop criteria for evaluating the student teaching program in home economics,
3. to apply these criteria to student teaching practices in home economics at Jacksonville State University, and
4. to make data available for further study and for continuous evaluation of future needs for pre-service education of prospective teachers of home economics.

This study with its emphasis upon existing practices in a given

institution, was undertaken with the view that it might suggest possible improvements, which if implemented, could contribute to a more effective and worthwhile program of student teaching in home economics at that institution.

Significance of the Problem

The opportunity for direct experience is a phase of teacher preparation of which most programs approve. Cook, 1954, stated that most teachers report that the student teaching experience was the most valuable part of their professional preparation. According to Williams, 1942, and Houston, Blackington, and Southworth, 1965, those in charge of the preparation of teachers usually agree that the most important aspect of teacher education is the student teaching experience.

A careful analysis of related literature indicates that the role of student teaching has changed considerably in the past several years. Rucker, 1953, Walton, 1966, and Arthur, 1967, felt that although student teaching has long been a basic aspect of teacher education, not as much time was formerly devoted to the experience as is devoted to it today. The program has been expanded and enlarged so that longer and larger blocks of time are now included. It is significant that while more time is being allotted to student teaching there has been a general reduction of total professional hours. This should indicate the value placed on the student teaching experience.

Bennie, 1966, stated that public schools are increasingly being used as laboratories for the student teaching experience, and because of this new insights into the organization of student teaching programs for

both college and public school personnel have been developed. Of significance here, according to Steeves, 1963, and Bennie, 1966, is the fact that many colleges have not planned orientation programs for the additional cooperating teachers within the cooperating schools.

Most critics of professional education have not been too critical of the student teaching program in home economics. Perhaps this is due to the fact that few teachers have been critical of their own student teaching experience; however, generally speaking the growth of student teaching paralleled quite closely the gradual improvement of teacher education and certification. It is quite singular and of significance that this study is the first study to be made of the student teaching experience in home economics at Jacksonville State University.

Clark, 1933, indicated that there has been surprisingly little change in subject matter in the home economics course of study in the last thirty years; however, there have been changes in the number of hours required in each area and in the courses required in each area. This suggests that a certain amount of curriculum evaluation might be in order. What seems of more significance is an indicated need, as expressed by the faculty, for a coordinated effort between state and college authorities to harmonize the home economics teacher preparation program with the high school home economics course of study. Finally, there appears to be a need for more up-to-date teaching in the area of home economics. In these three areas observations were carefully made and responses from participants were conscientiously considered, in an effort to locate useful information that would be of value in conducting the study.

Assumptions and Limitations

In this study the following premises are offered:

1. The student teaching experience is an experience of which most educators approve.
2. The teacher-education program should have these major objectives: (a) to attract able young people into the teaching profession, (b) to train them to meet current educational needs and challenges, and (c) to develop cooperative arrangements with schools, for improved development and use of new teachers' professional abilities.
3. It is of importance that future teachers obtain an early insight into the pattern of the future instead of waiting until their professional semester for this insight.
4. It seems more realistic to prepare full-time teachers by giving them a full-time teaching experience.
5. With careful planning, needs of the student teacher can be met successfully without interfering with the progress of the pupils.
6. A student's progress and his success in the student teaching experience will only be realized toward those goals which he accepts as important.
7. Society can no longer afford to have the elementary school, the secondary school, and institutions of higher education functioning as separate institutions.

The study was limited to the home economic\$ student teaching program of Jacksonville State University and included the following topics:

(1) objectives of student teaching; (2) organization of the program; (3) teaching facilities available; (4) financial arrangements; (5) conditions for admission to and retention in the program; (6) course organization and requirements in student teaching; (7) directed observation and participation; (8) supervision; and (9) evaluative procedures used in student teaching.

Those involved in the study were: the home economics cooperating teachers who serve Jacksonville State University, student teachers of the years 1964-65 through 1967-68, and selected state supervisors and teacher educators in Alabama.

Definition of Terms Used

1. Home economics - a field of study that merges and applies the principles from the fine arts, physical and biological sciences, social sciences and the practical arts. Basic principles are drawn from these disciplines and appropriately applied to the study of human development and family living.
2. Problem solving - the process by which the subject goes from the problem or task as he sees it to the solution which he regards as meeting the demands of the problem.
3. Unit method - the organized approach to the teaching of a specific problem or topic. The approach consists of subject matter and activities organized around the problem or topic in such a way as to enable the individual to integrate all facets of the problem.
4. Professional laboratory experiences - "All organized and

directed activities of the prospective teacher which involve observation of, study about, and direct work with children and youth, leading to an increased understanding of the role of the teacher." (Bennie, 1966.)

5. Student teaching - refers herein to the experiences provided in the student teaching program, in which the student teacher guides the learning of pupils under the supervision of an experienced teacher.
6. Observation - refers to the period in which the prospective teacher, with proper guidance and evaluation, attempts to increase his understanding of teaching by watching experienced teachers in their work.
7. Participation - refers to the student teacher's shared responsibilities with the experienced teacher preparatory to actual participation in guiding the learning of pupils.
8. Cooperating teacher - the classroom teacher in the public schools who is given the responsibility of working directly with the student teacher. Synonymous with this term is the term "supervising teacher".
9. College supervisor - the designated faculty member of the teacher education institution who assumes the responsibility for supervising a number of student teachers. The college supervisor provides consultative assistance to both student teachers and cooperating teachers.
10. Director of Student Teaching - "The college or university administrative official who has the responsibility for

screening of student teachers, coordinating the work of college supervisors, and making official contacts with representatives of the public schools." (Bennie, 1966.)

CHAPTER II

ANALYSIS OF PREVIOUS RESEARCH

In this chapter an effort was made to present a succinct review of several studies in the area of student teaching. The studies are grouped into two broad categories, early studies, 1846 through 1939, and recent studies, 1940 through 1968, and are presented chronologically. Purposes, findings, and, in some cases, results are briefly given.

Early Studies

Most of the early studies dealt principally with desirable characteristics and traits of teachers. In some studies, however, special emphasis was also given to the study of the student teaching experience, the cooperating teacher, and the status of and trends in student teaching.

In a study made in 1846, Nathan Monroe reported these traits--benevolent disposition, good health, pleasing appearance, and a genuine and earnest sympathy for youth--which he believed the ideal teacher should possess. Similar traits are emphasized today.

Another study, made in 1854 by Denison Olmstead described the ideal classroom teacher as one who possesses knowledge of his own subject, of kindred subjects, and of the world.

Charles Richard Van Hise, in his Presidential address read before the National Association of State Universities at Washington, November 16, 1908, stated that the central idea in the training of teachers for

the secondary schools was at that time one of the live issues, not only with the teachers, but at the State University. Van Hise felt that the training of teachers for the secondary schools in the State University could best be accomplished under the following conditions:

1. The work should consist chiefly of regular courses in the subjects to be taught, which subjects should comprise a major and one or two minors.
2. In the high school, subjects should be special courses given with particular reference to the material which is to be taught in the high school, and to its method of presentation.
3. The fundamental courses in the departments of philosophy and education should be required.
4. Observation and practice work should be done in the elementary school, in the high school, and in the university.
5. The interests of the students preparing for teaching should be cared for by a director in the college of liberal arts.
6. The students should register in the teacher's course not later than the beginning of the senior year, and preferably at the beginning of the junior year, but not earlier.

Cooley in a text published in 1919 discussed the preparation of teachers of home economics. She maintained that the teacher of home economics, because of the nature of her subject and because of her unusual opportunity to become acquainted with individual pupils and various groups, should be a strong influence in her school. Cooley pointed to a changing attitude toward the content of home economics and the demand for professionally well-qualified teachers. While the technically efficient teacher was in great demand, she also had to have additional knowledge in order to make her work effective. Cooley also felt that the same principles should apply to the field of home economics as to other subject fields, and that nothing short of the very best in

organization of work or methods of presentation should satisfy.

Bevier, in a study done in 1924, stated that a report for 1922 revealed that courses in home economics were being given in more than eight thousand public high schools and in a considerable number of private secondary schools. The subjects presented in home economics represented almost every phase of home activities and were combined with science, art, literature, and history, so as to give the elements of a liberal education. Under the provisions of the Smith-Hughes Act, enacted by the United States government in 1917, "vocational courses" in home-making and training in related occupations such as millinery, dress-making, nursing, and lunch room management were developed, and both the girl in the home and the one who sought a vocation were greatly benefited.

Bevier felt, however, that the provision for teacher-training led to some rather questionable short cuts in the preparation of vocational teachers. She contended that authorities differed so greatly on the whole subject of vocational education that there existed a need for a study of vocational education and the preparation of teachers in that area.

Hanna, in 1926, emphasized the need for using specific problems, for which the students see the need of a solution, as the basis of class discussion. Such a method of teaching, she maintained, would present a wide range of problems in these categories: (1) simple practical problems, such as how to do a piece of work, that could be decided after analyzing and comparing two or three possible methods; (2) more complex problems, such as the selection of a piece of furniture, which involves the analysis

of art and economic values and social value to the family; and (3) those most difficult problems that arise in every home and that involve social relationships within the family or with outside groups.

One of the first investigations of practice teaching in all kinds of schools was conducted by A. R. Mead in 1917. Dr. Mead wrote numerous articles on various aspects of the student teaching program, and his work was culminated in the book Supervised Student-Teaching, published in 1929.

Lack of preparation on the part of the cooperating teachers was emphasized in some of the early studies. Several reports revealed that cooperating teachers were not prepared adequately for their added responsibilities and extra duties in connection with supervising student teachers. Bowdon, in 1927, mentioned in his study the significant and interesting fact that less than four per cent of the cooperating teachers at that time had taken any courses that were primarily designed to help them in their work. This emphasized the lack of specific preparation for serving as a cooperating teacher.

In 1928 Colebanks reported a study of trends in student teaching and, on the basis of this study, proposed criteria by which student teaching programs should be judged.

In a study done in 1929 Branegan pointed out that the real work of teacher training was not considered to start until the junior year of the college course and that there had been a growing tendency in some states to give careful consideration to the qualifications of those students desiring to register for the courses for the preparation of teachers. This resulted from an increased appreciation of the fundamental importance of certain personal qualifications for success in

teaching. This study presents the plan of the state supervisor of Alabama in 1922 for checking on the qualifications of those wishing to take the teacher-training courses.

The survey of teacher training made by the United States Office of Education in 1930, indicated that there was a trend for home economics teacher training to gradually become more closely allied with departments or schools of education.

In 1930, Hertzler reported a study on the cooperating teacher. This study, which dealt with the teachers in the secondary schools of Indiana, uncovered some interesting facts: (1) that the cooperating teachers had had an average of about thirteen years of teaching experience; (2) that eighty-nine per cent held the B. A. degree; (3) that thirty-six per cent held the M. A. degree or its equivalent; and (4) that about ten per cent of the respondents had no academic degree at all.

A second study by Hertzler included a survey of the college courses that proved to be of most help in supervising the student teacher. The percentages on courses reported were: (1) special methods courses, 30%; (2) general--and educational--psychology courses, 14%; (3) student teaching, 12%; (4) principles-of-teaching and general methods courses, 9%; (5) education courses, 8%; and (6) supervision courses, 8%.

In 1931 Baugher stated that two significant trends in the field of teacher education formed the basis for his study. The first trend was that of the increasing tendency of normal schools and teachers colleges to assume many of the characteristics of liberal-arts colleges; and, the second was that of the increasing acknowledgment by many liberal-arts

colleges that the fundamental features of the traditional normal schools are essential in a program of teacher education, of which student teaching is a part. The first trend was disclosed in changes made in the names of institutions which prepared teachers. The other trend was revealed, apparently, through the changing of some of the liberal-arts colleges into teacher-education institutions.

Flowers, in 1932, observed that the impetus given to student teaching in this country came from the practices in European countries, particularly Germany. That country was the first modern nation to develop a state-supported system of teacher training and it included "practical experience" in classwork as a part of the prescribed course. Samuel Hall in 1823, James G. Carter in 1824-25, Thomas H. Gallaudet in 1825, and Cyrus Pierce in 1839, all of New England, were the early exponents of student teaching in America. As the normal schools were established in other states, this policy was accepted by the newer schools and became an integral part of the teacher-training program. Until 1860, however, the practical training given was largely observation--what is now termed participation. The precedents set by these pioneer institutions greatly influenced the trends in the programs of teacher training as they were subsequently established in other states. It was recognized by the leaders in the field of teacher training that one of the most important factors in working out an effective program of student teaching was the provision made for laboratory facilities for observation, participation, and teaching activities.

Clark's study, 1933, showed that the major program in the vocational home economics teacher training curricula of the colleges included

four subject divisions within the field of home economics (Child and Family, Clothing and Textiles, Foods and Nutrition, and The House and its Management), and a few survey or introductory courses which served as orientation to the entire field. The group of professional courses in the vocational home economics teacher-training curricula included courses in education, including educational psychology and home economics education, and were designed to orient the prospective teacher to the teaching situation; to teach her to see her subject field in relation to the general field of education; and to teach her how to select the subject matter and experiences from the field of home economics that are adapted to the teaching situations in which the students are being trained, and which they are apt to meet in the field.

One of the chief purposes of the teacher-training program, launched by home economics leaders of the Federal Board of Vocational Education, was to interest the approved teacher-training institutions in improving the quality of home economics teaching. Prior to 1917 there were few requirements in the training of home economics teachers professionally, so in order to start a movement toward improvement it was necessary to set a standard of attainment. It was, therefore, suggested that from ten to twelve per cent of the total credits in the vocational home economics teacher-training curricula be devoted to courses in education, including psychology, a course in special methods of teaching home economics, and a course in supervised teaching.

In 1934, a study by Foster proposed some criteria by which student-teaching experiences should be judged:

- (1) Comprehensiveness;
- (2) Practical acquaintance with the total program of the school and the child;
- (3) Integration of philosophy of life and education;
- (4) More reasonable mastery of educational tools and techniques; and
- (5) The challenge to the student teacher to be professional both in spirit and in philosophy.

The needs of the liberal-arts colleges in developing programs of student teaching were studied by Peik in 1934. He believed that the greatest needs in the development of student teaching programs were improvement of the separate professional courses in each teaching field and broadening of the fields of major concentration.

The National Society of College Teachers of Education made a study in 1935 and concluded that the following factors would be important in developing effective programs of student teaching:

- (1) a college-controlled school is essential for an adequate program;
- (2) cooperating schools should be carefully selected;
- (3) cooperation between the college and the cooperating school is necessary in determining policies and programs;
- (4) college faculty members should have frequent professional contacts with the cooperating schools;
- (5) cooperation between the college faculty and the staffs of cooperating schools is needed;
- (6) student teaching work should be differentiated according to individual needs;
- (7) student teaching should be integrated with other aspects of the college program;
- (8) student teaching should afford contact with all the important aspects of a teacher's activity;
- (9) all areas of student teaching--observation, participation, and actual teaching--should be carefully interwoven;
- (10) student teaching should be aimed at growth, in terms of understandings and abilities needed to cope with existing problems of teachers;
- (11) student teacher activities and accomplishments should be evaluated in a sequential, continuous manner; and

- (12) student teaching should be administered so as to protect the interest of children.

Strebel, in 1936, observed the lack of the cooperating teacher's academic preparation and substantiated earlier evidence that the academic preparation of the cooperating teacher was far below academic standards as set by the American Association of Teachers Colleges. He maintained that the college supervisor, as well as the cooperating teacher, is very seldom prepared for this work by any special preparation in the field of supervision. In this study he revealed that sixty-five per cent of the cooperating teachers used evaluative procedures which actually defeated the purposes for which the evaluation was intended.

Strebel strongly felt that the quality of cooperating teachers should be evaluated constantly. He asserted that it would be a very difficult process to estimate the quality of the cooperating teacher unless evaluation occurred occasionally to determine the answers to such questions as the following: What is the present status of cooperating teachers? What is the consensus of experts concerning criteria for the selection of cooperating teachers? What criteria are employed? What is the real quality of work being performed at the present time by those who serve as cooperating teachers?

If the rise in the general educational level of teachers and college supervisors can be assumed as a criterion for improvement, Strebel stated, there is little doubt that supervisory programs in student teaching programs are on the upgrade. However, since many of the early deficiencies in the program are evident today, there is still

much room for improvement.

In Watson's study, reported in 1938, he made a statement that seems worthy of mention here, "One of the best evidences of an important degree of success in our American way of educating teachers is the fact that members of the educational profession are today, in large numbers, dissatisfied with the kind of education which they sponsor and which they themselves have received."

Watson believed that the inadequacy of the educational system of that day to cope with social changes and the economic, political, and moral problems that grew out of these changes, intensified the resolve of many teachers to make education take better account of the facts of social life. In fact, Watson felt that the institutions educating teachers were not resistive to innovations, but that what was singularly lacking was a consideration of changes in relation to a unified outlook upon the system of education as a whole.

The foregoing studies have been presented to give insight into programs of student teaching and trends in student teaching of earlier years. The desirable characteristics of the student teacher were identified through the use of certain instruments--a practice that is in evidence today. The cooperating teacher was studied with a view toward achievement of more specific preparation and more scholarly, professional performance. Many useful criteria have been revealed through these early studies, and these aspects relate directly to more recent studies in the field of student teaching.

Recent Studies

Recent studies, were investigated according to purpose, findings, and results reported, as were earlier studies. These studies, also, helped in the formulation of a basis for the present study of experiences in the home economics student teaching program.

More recent studies have dealt with the major aspects of teacher effectiveness, the selection and admission of student teachers, the cooperating teacher, the college supervisor, the laboratory schools, the off-campus student teaching experiences, the relationship of the student teacher to the cooperating teacher, the evaluation of student teachers, the recent developments in student teaching, and the recommendations in the area of student teaching practices.

Sanford, Habberton, and McHarry, in a study done in 1940, gave support to the idea that the student teaching experience affords the student teacher the opportunity to demonstrate to a certain extent the traits of the competent teacher. Their study disclosed that the education of the prospective teacher includes the academic, which consists of subject matter organized into areas of specialization; and the professional, which includes the philosophy and history of education, and methods of instruction.

While no student teaching program is perfect, it may be said that the effectiveness of any student teaching program is determined by how well it is administered. Many persons engaged in school work consider the best indication of success in teaching to be success in student teaching.

Spafford, 1940, discussed certain problems in home economics teacher education. While the college recognizes the value of good teaching in all areas of home economics, the responsibility for those who teach future teachers is greater, because they are teaching not only the materials of their field but also methods of teaching, attitudes toward students, interest in personality development, ideals concerning teacher-student relationships, and student participation in planning.

A second problem has to do with the relationship between teachers in home economics education and teachers in home economics subject-matter areas. Some institutions have successfully developed a unified program in which education, home economics education, and home economics see themselves as interested in the same ends--the meeting of the total needs of the individual in becoming a teacher.

Because of its nature home economics requires board training, and this is one of the pressing problems. Since the school has definite limitations under the best of conditions, the home should be seen as a laboratory for supplementing and complementing the college education.

Spafford maintained that a shift in emphasis from home economics as a special field to the larger problems of education was needed within home economics education. Home economics should be seen as one field making its own unique contribution to the larger goals of education, and at the same time, students should be led to see the contribution to be made to education by other fields.

Another problem is the lack of contacts that those preparing to teach have with community enterprises and with people--children and youth

of all ages and both sexes. Community-school-pupil contact should continue throughout the educational experience, serving different purposes at different levels and for different individuals.

In 1941, Love studied some principal factors regarding competency and said that a competent teacher is one who can: (1) express in action a clearly formulated social and educational philosophy; (2) develop effective personal and community relationships in pupils; (3) promote effectively the growth and development of boys and girls; and (4) utilize all available resources in men, materials and techniques in the teaching-learning process.

Williams, in 1942, found in a country-wide study that, in the opinion of a majority of teachers, student teaching ranked higher in value as preparation than did any other subject. For this reason, he believed that those charged with the responsibility for the activities of the cooperating schools should do everything possible to make student teaching experiences as meaningful and as helpful as possible.

In 1944 the Commission on Teacher Education set forth certain qualities as being desirable qualities in the competent teacher, namely:

- (1) respect for personality,
- (2) community-minded,
- (3) rational behavior,
- (4) skill in cooperating,
- (5) constantly increasing knowledge,
- (6) skill in mediating knowledge,
- (7) friendliness with children,
- (8) ability to understand the child and his problems,
- (9) ability to understand the problems of society,
- (10) ability to promote good citizenship in the school and society,
- (11) ability to appraise or evaluate with skill, and
- (12) faith in the worth and dignity of teaching and its profession.

In a paper prepared for the Commission on Teacher Education in 1944, Troyer discussed evaluation and emphasized the importance of systematic and continuous judgment, not merely of the accomplishments of persons and the outcomes of processes, but also of the values in terms of which accomplishments and outcomes must be estimated.

According to Thompson's study, which he did in 1947, improvement is needed in the professional education of student teachers, supervisors, and cooperating teachers. He attached much significance to the types of persons that college supervisors and cooperating teachers should aspire to become, and he listed as their significant needs: (1) greater knowledge of human values; (2) more information on the nature of the child; (3) more democracy-in-action; (4) better public relations; and (5) better equipment for leadership in fields other than education.

In 1948, Flowers supported the ideas just presented when he said that excellence in teaching alone is not sufficient evidence that the classroom teacher is qualified to work with student teachers.

Wengert, in 1948, reported that a laboratory school is an essential part of any program for the preparation of teachers. He was of the opinion that student teaching should be both exploratory and developmental, and he ascertained that student teaching experiences should comprise full-time experiences in directed observation, participation and teaching. He maintained, further, that it would be most desirable to have at least an eighteen-week block of student teaching experience.

Flowers, in 1948, had this to say concerning the laboratory teacher,

Each laboratory teacher qualifies as a child specialist, a master teacher of children, and a master teacher in guiding another into the art of teaching through studying and participating in teaching-learning situations. It is not enough that the laboratory teacher who is responsible for guiding the experiences of the college student be a master teacher in working with children. He must be equally competent in his understanding of the college student and in his ability to guide that student in working with children. His is a dual role of working directly with children and with college students; of working in the best interests of children through guiding the activities of the college student.

The real significance of direct teaching experience and the need for laboratory experiences was emphasized by Flowers when he said:

Laboratory experiences should provide:

- (1) an opportunity to implement basic concepts and ideas discussed in college classes--both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application;
- (2) a field of activity which, through raising questions and problems, helps the student to see his needs (both professional and personal) and to outline experiences which should be included in his further study; and
- (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

The methods of selecting cooperating teachers were studied by Hansen in 1948, and he found that the methods vary and that this variation is due to many factors. It was his opinion that a thorough and rapid upgrading in this area was a pressing need if the teachers in the American schools were to be prepared for the challenge that was theirs.

In a similar vein, many have felt that a more rigid screening is warranted in the selection and admission of candidates to the student teaching program. A study was made in 1949 by Lawson concerning

admission to the program of student teaching. The study was based on character evaluations and Lawson found that only a little over seventeen per cent of institutions returning a questionnaire used what appeared to be some type of systematic screening in an effort to disqualify candidates of undesirable character. The primary instruments used in the process of screening were letters of reference and the personal interview. Lawson's study indicated that directors of student teaching programs assumed that the best available screening method is the interview, and that it is as reliable, if not more reliable, as any other instrument. Lawson's study further indicated that approximately eighty-two per cent of the institutions studied made little or no effort to screen their teacher-education candidates on the basis of character.

A 1949 publication of the Association for Supervision and Curriculum Development gave some characteristics and qualities which make for greater teaching efficiency. It stated that the more outstanding, competent teacher should possess the ability to: (1) foster security and satisfaction in the child; (2) help the child to develop self-direction; (3) promote cooperative learning; (4) foster creativity; (5) help the child to develop values; (6) create opportunities for social action; and (7) help pupils to appraise the learning process.

In 1949, McNally emphasized the importance of evaluation. He felt that the objectives of student teaching should be evaluated before achievement was evaluated, and he stressed that no evaluation is worth the time it takes unless it results in improving the total educational program.

Peters and Gehring recommended in 1950 that an organized

guidance program be established for student teachers to ensure that more of their common needs be met.

Park, in 1950, mentioned two significant trends in teacher education that have led to the importance of the laboratory school in student teaching programs: (1) a trend toward a cultural curriculum with less time given to courses in education, and (2) a trend toward a continuity of experience with children throughout the four college years of the student's life.

Zirbes, 1951, recognized the need for general education as a basic resource for intelligent social living and held that this view was one which leaders in teacher education respected. She discouraged more specialized study in several disparate disciplines and believed that a liberal, broadening outlook on life in general could not be expected if this course were followed.

According to another study there existed an urgent need for the student teacher to be accepted as a professional person. It maintained that relationships could only be expected to improve if the student teacher is accepted as a professional person. In a study done in 1951 Sifferd advanced the idea that it was necessary to improve relations among the critic teachers, supervisors, and student teachers. He maintained that the regular classroom teacher must be professional-minded enough to recognize this need.

In 1952, Shaw made a study on the admission of students to the student teaching program and found that there existed an urgent need for the use of more objective data. He stressed the importance of the use of objective data, supplemented by a structured interview, before

admission of a candidate to the program.

In agreement with Wengert, Inlow, in 1952, suggested a full-time student teaching experience. In his opinion a part-time student teaching situation could not offer the same advantages as a longer period of student teaching. He also believed that evaluation by the cooperating teacher and the supervisor of the full-time student teaching program had shown positive results.

An interesting study was done by Curtis, 1952, in which he described salient features in a typical off-campus student teaching situation. He reflected that the most common practice in off-campus student teaching is the use of public schools through a not-too-strong contractual arrangement between the college and the public schools. He strongly believed that there was a need for improving the existing relationships between the teacher-education institutions and the public schools. He urged the colleges preparing teachers to see that off-campus teaching would be:

- (1) a community enterprise;
- (2) coordinated by a college representative who lives in the community and who is properly prepared in teacher education;
- (3) supervised by personnel highly qualified in fulfilling the responsibility of a teacher in a community; and
- (4) an assumed responsibility of all school personnel in the community.

According to Curtis, the student teachers who become community citizens are those who are wholeheartedly accepted by the community. The student teacher's welfare is a joint responsibility of the college, the supervising teachers, the community, and the faculty and administration of the schools in which the student teachers are placed.

Steeves found, in a study which he did in 1952, that more than ninety per cent of the student teaching experiences directed by the teachers colleges and universities in America take place in public-school classrooms. He also found that three-fourths of the institutions engaging in student teaching programs place their student teachers entirely off campus, in the public schools. In his opinion, it is imperative that teacher-preparation institutions have more direct communications with the public schools. He further specified that there is a need for more observation of methods and techniques in directing learning, and that the teacher-education institution should be as cooperative as possible with the public schools in order to integrate theory and practice.

The term "evaluation" has been increasingly employed in education circles. Inlow, 1952, believed that an important part of any student teaching program is evaluation, and that evaluation is a continuous process. The author believed that the teacher should be encouraged to repeatedly evaluate himself and his efforts, although he said, "student teachers are unrealistic as self-raters, inasmuch as their ratings correlated only slightly with those of the critic teachers and university supervisors."

Fleck, 1953, had some specific suggestions on this subject. She believed that a student brings his world with him into the classroom, and that the experiences of the classroom cannot be isolated from the problems of the home and of the community.

Fleck described evaluation as a process of determining the effectiveness of an educational experience, and believed that evaluation should help the student meet his own needs more adequately. Of course

the student's attitude may be indicative of a disposition for or against evaluation, or even in some instances, uncertainty; therefore, to help the student have a good attitude he must be evaluated in terms of his own abilities and characteristics. Fleck's view held that, "It is important to know how far a student has to go, but it is even more important to know how far he has come."

The following were set down by Fleck as being important characteristics of effective evaluation.

- (1) Evaluation is an integral part of the teaching-learning process.
- (2) Evaluation is a cooperative procedure.
- (3) Evaluation is continuous and on-going.
- (4) Evaluation is flexible.
- (5) Evaluation is concerned with valuing.
- (6) Evaluation is experimental.
- (7) Evaluation is concerned with ends and means.
- (8) Evaluation is concerned with reconstruction.

Merriman, 1953, gave much consideration to the specific area of evaluation of student teaching, and she saw this as a most difficult task because of the element of subjectivity. Because of this element, she preferred a cooperative procedure over the arbitrary and unexplained practice of an earlier day, which usually consisted of a grade received through the mail a week or two after the completion of the work in student teaching.

In a satisfactory program of evaluation student teachers should learn to think critically about their own accomplishments and should be continuously aware of the status of their progress. Merriman offered several evaluative devices for self-evaluation and for cooperative evaluation.

Ashmore, in 1953, referred to the supervising teacher as the "pivotal person in student teaching" and looked on the supervising teacher as being the key to the effectiveness of a program of student teaching. Since much of the success or failure of a student teaching program is attributed to the supervising teacher, perhaps the answer to many problems rests with the education and qualifications of the supervising teacher.

If this view is accepted, and if the professional and educational qualifications of the supervising teacher are as important as Ashmore's study and others have indicated, what qualifications should the supervising teacher possess? Ashmore presents the following qualifications as being those that most educational authorities agree that the supervising teacher should possess: (1) a minimum of four years of college preparation; (2) a minimum of one year of successful teaching experience; (3) active membership in professional organizations; (4) respect of the student body; (5) a good moral character; (6) recent educational preparation; (7) an average degree of attractiveness; (8) a willingness to work; (9) the recommendation of his administration and other supervisors; and (10) a willingness to enter into and participate in the pre-service and in-service programs of growth and preparation.

In 1953, Toulouse said that in the opinion of most modern-day educators there are many advantages in providing laboratory experiences for students in courses in education. He specifically stated:

Accrediting agencies too are beginning to demand that there be opportunities for early and frequent observation of participation in classroom situations. The professionalization of the educational program for teachers has rightly taken the direction of combining practice with theory throughout the training period. Few attempts have been made to evaluate the changes in attitudes of the participants.

Toulouse also believed that many laboratory experiences can provide the best opportunity in education courses for the future teacher to improve himself, and to develop into the kind of classroom teacher who will be respected by both the students and the profession.

Dilley presented the idea of group counseling in 1953. He proposed this as a plausible technique for assisting student teachers in gaining insights into common problems in their student teaching activities. He did not propose that group counseling be substituted for the individual conference, but he related means by which group discussion had helped student teachers in common problems such as understanding the behavior of children, caring for individual differences, classroom management, discipline, pupil-teacher planning, pupil-teacher evaluation and motivation. While Dilley believed that group counseling does make a definite contribution to the student teaching program, he thought that it should supplement, not take the place of counseling by individual conferences. He believed also that group counseling offers the possibility of group therapy.

The most significant aspect of Dickson's study, 1953, was his belief that problems of human relations that are common to student teaching situations need to be adequately defined, in order that recommendations that would promote more meaningful student teaching experiences might be offered.

Rucker, in 1953, presented some developments in student teaching programs that had evolved during the years preceding his study. Major trends discussed were:

- (1) full-time student teaching experience;
- (2) more laboratory experiences;
- (3) more off-campus experiences;
- (4) increased time allotment for student teaching;
- (5) increased amount of academic credit;
- (6) laboratory facilities as the reference point of the whole curriculum; and
- (7) involvement of more grade levels.

These trends were indicative of a change in the traditional course organization in student teaching, evidenced by a full-time teaching experience, perhaps in a concentrated block of time near the end of the college experience.

Cook stated, in 1954, "Modern concepts of supervision derive sustenance from the belief that the major function of supervision is to help lift the thinking of the teacher to the level whereby she may solve her own problems." He went on to say that the student teaching experience is recognized by leaders in teacher education as being the most vital professional experience in the life of the teacher; however, Cook felt that the quality more than the quantity of experience is apt to be the determining factor in making it probable for the student teacher to develop into an exceptional member of the teaching profession.

Wiggins, 1954, described the student teaching program as having been established throughout the state of Georgia to provide for a full-time student teaching experience for a period of three months. The student teachers' work in the whole school program, along with their supervising teachers, throughout the school day, and in the evenings participate from time to time in appropriate community activities which are related to the over-all school program. Wiggins specified that no college in the state of Georgia that is engaged in teacher education is

without an off-campus student teaching program.

It seems reasonable to assume that the type of institution in which student teaching activities are carried out will have an effect upon the type of experiences the student teacher receives. Resick concurred with this view in 1954 when he stated that the quantity, the nature, and the quality of supervision provided are influenced more or less by the arrangement, financial or otherwise, which is made between the teacher-education institution and the institution in which student teaching is done. He expressed the belief that the laboratory school is equipped to provide the better aspects of teaching-learning and, as a general rule, would have supervising teachers especially prepared for the work of supervision.

Farley, in 1954, set forth some basic concepts which seem applicable to the person who is truly concerned with being a good teacher. The concepts which Farley would apply in order to achieve an effective teaching-learning situation are these: (1) individuals differ; (2) an individual is a total organism; (3) every individual strives for--and, for effective learning, must achieve--acceptance by his peer group, and (4) every individual must gain some feeling of achievement, because frequent failure tends to destroy self-confidence.

Milner, in a publication in 1954, discussed the cooperating teacher and the student teacher. He maintained that the cooperating teacher's attitude toward having the student teacher is all-important, because this attitude will definitely affect the way in which the student teacher works with the cooperating teacher. It is of primary importance, Milner emphasized, to get to know the student teacher--his home and

community background, his past experience with children, and his special interests and strengths. Other important aspects are: (1) helping the student teacher to know the cooperating teacher's position; (2) helping the student teacher to feel secure; and (3) getting the high school group ready for the student teacher. Milner offered suggestions for helping the student teacher to plan effectively and to employ originality, and for conferences to help the student teacher grow.

Michaelis, 1954, presented some interesting ideas concerning evaluation of the student teacher's progress. He included abilities which he regarded as being very important in good teaching, and which should be considered in making progress reports. His list included: (1) personal relations with pupils and teachers; (2) command and use of subject matter; (3) use of teaching procedures; and (4) class management. Statements were also given defining the superior and the poor student teacher.

Nesvold and Hogenson, 1954, presented some ideas on helping the student teacher through conferences. Their basic point of view was that:

The individual conference provides a time in which supervising teachers and student teachers establish common goals. It is a time when the directed teaching experiences can be adapted to fit the individual needs, abilities, and interests of student teachers. It is a time when the progress of children involved can be safeguarded through cooperative analysis of lessons planned and taught. The amount of time, the number of student teachers involved, and the personnel with whom working relations must be established--all help to determine the topics to be included for individual conferences.

In this piece of work the authors gave basic approaches to the small group conference and possible areas of development in the large

group conferences. Helpful suggestions were given for conference techniques and planning and for possible discussion topics.

Jeep, 1956, felt that the student teacher should assume more responsibility for his own growth and for his own learning. He asserted, however, that few students are ready to accept this responsibility in spite of all they have "learned" in their pre-student-teaching courses concerning the nature of real learning: precisely, that it is self-motivated, self-initiated, self-sustained, and self-evaluated; and that it is in every respect, self-oriented. Jeep believed that if the student teacher is to accept responsibility positive steps must be taken, not only by him but by others, which will help and encourage him to develop in this direction. According to Jeep, some of these positive steps are:

- (1) student teaching should be done in an atmosphere of acceptance;
- (2) student teaching should be done in an atmosphere of freedom; and
- (3) self-evaluation is necessary in a good student teaching experience.

Some of the conditions which Jeep assumed would be present are that there will be only one student teacher assigned to each classroom, that student teaching will be preceded by a rich offering in participation and observation, that supervising teachers and all other professional people with whom the student teacher comes into contact not only feel secure and confident in their work but also feel a deep sense of responsibility for teacher preparation, and that college supervisors will be well-qualified and not have such a heavy load that adequate supervision is impossible. Jeep also offered a list of conditions of teaching which he believed would provide student teachers with an opportunity to grow professionally and to assume responsibility.

Wiggins, 1957, presented a different view with regard to the importance of the student teaching experience. He preferred to look at student teaching as being an experience which affords one the opportunity to find out how well he can learn to teach, not to prove in desperation that he already is a good teacher. Wiggins further believed that the two major purposes of learning to teach under supervision are to help the student become a skillful, creative teacher who depends less and less upon the supervising teacher, and to provide the student teacher with the chance to decide whether teaching is what he genuinely wants to do.

In 1957, Woodring proposed that teacher-preparation programs must include both liberal and professional education, and that these two must be brought into harmony with each other in some organized pattern. He offered the following four ways of approaching the problem: (1) a fifth year of professional training and experience can be provided for liberal arts graduates; (2) liberal arts colleges can be encouraged to incorporate essential professional training into their programs in ways which will not vitiate the liberal arts program; (3) universities can be encouraged to devise new programs which represent the best thinking of both academic and professional faculties; and (4) teachers colleges can be assisted in providing better liberal arts programs and in reorganizing their professional courses in such a way as to eliminate proliferation and duplication.

The need for the orientation of the cooperating teacher is again being brought into focus. Applegate, 1958, pointed to an urgent need for this orientation on an organized basis, and she placed this responsibility with the teacher-education institutions sending out student

teachers. She further stated that student teaching cannot be confined to what the student learns from his cooperating teacher--that other teachers, parents, the public, and the pupils exert a great influence also. Consequently, all of these groups should be well informed as to what the student teaching program is concerned with.

Kuhl, 1958, expressed the view that a student teacher is his own and one of his college's most effective public relations agencies, whether for good or not. He offered the following areas in which student teachers will want to be especially careful if they are truly concerned with good classroom teaching:

- (1) Be on time every time.
- (2) Leave school at the time regular staff members leave.
- (3) Keep appointments with prospective employers.
- (4) Your attendance should be perfect.
- (5) You are to assume every obligation that your cooperating teacher has.
- (6) Find out as soon as possible what your cooperating teacher expects of you.
- (7) Conduct yourself as a professional person.
- (8) Leave nothing to chance in your class preparations.
- (9) Welcome criticism from all those who are in a position to judge your work.
- (10) Win the good will of your students by doing a good job of teaching.
- (11) Do not appropriate to yourself the facilities provided for all teachers.
- (12) Be a good listener.
- (13) Dress in good taste.

Ward, 1958, saw student teaching as a time of growth and change--change from a role of dependency to a role of initiative. The major part of this change he believed should be determined by the student teacher; however, there are some very definite actions which the supervising teacher can take to help bring about this change. As Ward sees it they are:

- (1) Encourage the student teacher to do considerable written planning and to think through several possible approaches to the development of a given lesson.
- (2) Minimize "observation" as a separate and distinct activity taking place for a designated span of time before the student teacher begins teaching. He gains more from participating with you, as your helper or assistant, than he does as a spectator or observer.
- (3) There is no infallible answer to the question, "How soon should my student teacher begin teaching?" The most effective and appropriate answer will likely emerge from conferences with your student teacher--and regular conferences should be scheduled.
- (4) Relate what has happened this year so far, and what will happen after he leaves--giving special attention to how you get the school year under way in September.
- (5) Encourage him to develop an adequate file of materials and teaching aids.

The immediate goal of the cooperating teacher should be to provide developmental opportunities for the student teacher--opportunities which are sequential in nature and designed to move toward increased professional competence. Following is a list of factors which Ward considers related to professional competence:

- (1) Ability to adequately assume responsibility for classroom organization and management;
- (2) Creative skill in selection and use of materials and resources;
- (3) Effective, responsible, and loyal relationship to others on the faculty;
- (4) Democratic ideals and approach to classroom teaching;
- (5) Good health and vigor;
- (6) Comprehensive knowledge of subject matter;
- (7) Comprehensive knowledge of child growth and development;
- (8) Respect for children;
- (9) Emotional stability and appropriate self-control;
- (10) Experimental outlook and approach to problems;
- (11) Appropriate dress, posture, and manners; and
- (12) Deep interest in sharing ideas with others in the profession and working with colleagues to gain mutual benefits and understandings.

In 1959 Warren wrote in behalf of student teachers when he stated that in the early stages of a teaching career they do not get the attention that they deserve. Amidst a mass a problems which confront professional educators and the general public stands the teacher, "the keystone in the educational arch." Warren believed that it is the caliber of teaching which is central to the many educational issues of the day.

Warren goes on to say:

Good teachers are not poured from the same mold. They come out of many different environments, are possessed of many different personality patterns and approach their work in many different ways. But at the heart of good teaching, whatever form it may take, is the attitude the teacher has toward his job and his profession--the extent to which there is a sense of dedication, the commitment to high standards of performance, the very awe felt toward the tremendous responsibilities of the profession.

Within each prospective teacher lies the answer to the question how good a teacher he will be. The home, the school and the community are very decisive in shaping basic attitudes.

If energetic, professional leadership is provided the student teacher, he can enjoy a most productive experience. But what is said in his behalf should also be said to him--he must feed into this experience the raw material out of which will come a sensitive, effective teacher.

Because beginning teachers have not had an opportunity to develop their teaching skill, they sometimes have more difficulty controlling their classes than experienced teachers, according to Schultz, 1959. He gives a few suggestions to the student teacher on how to approach his classes: (1) secure undivided attention before addressing a class; (2) make instructions clear; (3) give positive directions; and

minimize the use of set rules.

There are certain problems in classroom control that are common to most student teachers. These problems may arise in several ways and they usually result in such common errors as these: (1) reacting improperly to the "too-forward" pupil; (2) entertaining misconceptions of how respect is gained; (3) using bribery to obtain class control; and (4) expecting every effort to be successful. Effective teachers possess the skills to plan carefully and sufficiently, to select and use appropriate teaching techniques, and to keep all of their pupils progressing to the limit of their capacities.

Barr, 1960, presented an interesting scale for the assessment of the teacher's personality--with emphasis concentrated upon behavior as contrasted with traits. Fifteen qualities which he thought to be associated with teacher effectiveness were: (1) buoyancy; (2) considerateness; (3) cooperativeness; (4) emotional stability; (5) ethicalness; (6) expressiveness; (7) forcefulness; (8) intelligence; (9) judgment; (10) objectivity; (11) personal magnetism; (12) physical energy and drive; (13) reliability; (14) resourcefulness; and (15) scholastic proficiency. In filling in the scale, the participant was asked to consider the items in groups of three:

- (1) The three qualities most characteristic of the respondent's behavior;
- (2) The three qualities least characteristic of the respondent's behavior;
- (3) The three that appear to be average;
- (4) The three that appear to be above average; and
- (5) The three that appear to be below average.

Indications were that the scale could be scored with some degree

of objectivity; that the scale was discriminating in that it presented a wide range of scores and marked individual differences among teachers, and that there appeared to be different patterns of response.

Gowan made an interesting study on the prediction of teacher effectiveness in 1960. He suggested that if the premise is accepted that teacher effectiveness is observable and measurable and related to the behavior of the teacher, two procedures for measurement are open to us: (1) ratings and observations by third parties (which have the advantage of close relationship to behavior and the disadvantage of being a secondhand report), and (2) self-report personality testing (which has the advantage of being an immediate report and the disadvantage of showing less relationship to behavior since self-concept and behavior may be at variance).

Gowan expressed the view that in all research in teacher effectiveness, the basic problem of the researcher was: whose criterion of teaching effectiveness shall we take? He also felt that validity, reliability, and resistance to dishonesty in self-report tests are sources of much concern and that only two alternatives are feasible: (1) more reliance on construct and face validity, in which the expert trusts his own specifications of teacher competence; and (2) the discovery of more specific criteria, such as pupil gain, and the typing of validity studies to restricted rather than global areas.

By means of a questionnaire, in 1959, inquiry was made (concerning selected aspects of student teaching programs) into 410 institutions which were members of The American Association of Colleges for Teacher Education at the time. Ninety per cent of the questionnaires were

returned; therefore the data represented a very high percentage of the programs in which were found the majority of students being prepared for teaching by American colleges. Of particular importance to the writer's study was the response to two questions. Question 1: "What have you found to be helpful in securing acceptance by public school teachers of a sense of responsibility with colleges for the preparation of teachers?"

A large number of institutions indicated that there was no problem in securing teacher participation, and reported that the teachers they used were eager to cooperate. Many suggestions were made, however, and those mentioned most often are reported here:

- (1) Personal contact between staffs, utilizing conferences, teas, seminars, and similar sessions
- (2) Appeal to professional responsibility
- (3) Honors or recognition extended to those who help
- (4) Remuneration in the form of cash honorarium or stipend
- (5) Good preparation of student teachers prior to field assignment
- (6) College affiliation and equal status recognition of cooperating teachers
- (7) Clear policies and guides in written form
- (8) Publicity for the program and its participants

Question 2: "What advantages or disadvantages do you believe to be associated with the payment of extra money to a public school teacher who takes a student teacher?"

On the advantage side reports confirmed that token payments (which most of them were) seemed to:

- (1) Show appreciation and give recognition;
- (2) Beget cooperation;
- (3) Create a tie with the college;
- (4) Stimulate more conscientious effort;
- (5) Permit some selectivity by the college;
- (6) Make the college feel more free to use the teacher's time;
- (7) Open the way to a certification program; and
- (8) Make the student feel he is less of an imposition than otherwise.

As disadvantages the following were listed:

- (1) Disrupts staff morale;
- (2) Promotes disharmony through selectivity;
- (3) Attracts less capable teachers who want the money;
- (4) Leads to efforts to receive several student teachers;
- (5) Creates a heavy drain on limited college budgets;
- (6) Is at best an inadequate payment which adversely affects the teacher's attitude;
- (7) Creates competition between colleges due to inequalities in amount paid;
- (8) Fails to solve the fundamental problem of selection;
- (9) Obscures the professional responsibility aspect of the service;
- (10) Confines the student teacher to the cooperating teacher who is paid rather than to the school as a whole;
- (11) Increases cost to the student through fees;
- (12) Creates many administrative problems in the schools;
- (13) Either used by school boards to avoid higher salaries or opposed by them as an invasion of their domain;

- (14) Leads to assignments on the basis of rotation of privilege rather than adequacy of the teacher; and
- (15) Makes the dropping of an unsatisfactory teacher difficult.

Hall and Paolucci, 1961, concur that in the teaching of home economics the goal for the future continues to be the provision of opportunity for each student to attain the maximum growth of which he is capable in the knowledge, attitudes, and skills that are essential for successful living in today's society. They offer the following proposals as being important in bringing this about:

- (1) Human centered curriculum
- (2) Socially desirable environment
- (3) Flexibility of scheduling
- (4) Individualized guidance program
- (5) Adult education
- (6) Experimental approach to teaching

In order to implement the home economics programs of the future, tomorrow's home economics teacher will need to be selected carefully and prepared thoroughly. Hall and Paolucci state that five types of abilities would seem necessary for this teacher: (1) adaptability; (2) capability; (3) compatibility; (4) dependability; and (5) stability.

The concern for individual differences, upon which so much stress is placed in teaching boys and girls (and even in teaching college students), often gets pushed aside in planning for student teaching. This view is expressed in the Association for Student Teaching Yearbook, 42nd edition, 1963. It is emphasized that teacher education students do differ, but that too often groups of students are large and a standard program is required for all. In this study attention is directed to the

factors of readiness in intellectual competency, social adjustment, professionalization, and maturity in value formation.

While flexibility is an easy term to use, it is more difficult to achieve, yet attempting to put all students through the same experiences and trying to have everyone ready for the same learnings at the same time does not seem plausible either.

Drayer, in 1963, wrote that almost always the student teacher finds it necessary to adjust his thinking regarding the student teaching experience. Before his first teaching experience, the prospective teacher usually has preconceived ideas concerning the experience. These notions are based on personal observation, formal study, and what other student teachers have told him; but he discovers that things are a little different from what he expected and so adjustment is necessary. He may find that putting theory into practice is sometimes difficulty and that there are unforeseen situations and problems that must be met. Usually he becomes a little more humble. The most common revelations are that: (1) the professional activities of a teacher are more time-consuming and more strenuous than was anticipated; (2) pupils, as a rule, are not eager to learn--much skill is needed to motivate them; (3) for the conscientious teacher discipline does not present so great a problem; (4) objective evaluation is difficult, there is an art to creating valid tests; and (5) the majority of educators are sincere, competent, dedicated people.

Consequently then, according to Drayer, student teachers, for the most part, come away from their initial teaching experience feeling that the education of children is in good hands, as a result of which

they feel an increased pride in identifying themselves with the teaching profession.

Steeves, 1963, felt that one of the major responsibilities of professional schools of education is to identify competent supervising teachers to work with student teachers in off-campus programs. So many times those who are willing to serve and those that are available geographically are selected. This very often ends in a trial-and-error process for both college student and cooperating teacher.

This points up the need for organized training for the cooperating teacher. In 1954, Professor Margaret Lindsey summarized the status of courses for supervisors of student teaching, and at that time named twenty-two institutions and states which sponsored such courses. But Steeves maintained that even when the opportunity to take courses is lacking, conscientious teachers who have been selected as supervising teachers usually do whatever they can in order to learn what is expected of them. Also, where time and schedules permit, college personnel assume the responsibility of enlightening cooperating schools and teachers about their student-teaching programs.

In discussing the preparation of the home economics teacher Coon, 1964, felt that the student needs a background which will enable her to develop pupils' abilities and understandings in home and family life, and a background which will help her to become an informed, effective individual and citizen of her community.

She further stated that since the early 1920's the usual practice has been to provide a four-year preservice preparation for home economics teachers, supplementing this by in-service education on the job, summer

school courses, and other graduate offerings. Coon discussed a variety of plans for the organization of programs in efforts to provide opportunity for prospective home economics teachers to achieve goals thought to be important. She expressed the view that a well-prepared supervising teacher, with a strong home economics program, can work with the college supervisor and teacher in coordinating the learnings from education, home economics education and student teaching. She expressed also the strong belief that teaching, like other professions, depends for much of its effectiveness on continued learning and she disclosed opportunities that are available. Coon insisted that the alert teacher will take every opportunity available and possible for personal growth and she stated:

Preparing for the profession of teaching home economics provides the undergraduate college student with the opportunity to acquire a general education in the sciences and the humanities and an education focused on two of the most influential institutions in society: the home and the school, both of which so profoundly affect individuals. Preparation for this profession in a democratic and changing society demands emphasis on current, not outmoded, types of problems. It requires developing concepts, generalizations, attitudes, and appreciations likely to serve in new home situations. It demands a program which allows for enough flexibility to meet individual differences in background, interests, and capacities.

Most researchers are in agreement with the concept that the teacher's personality influences the behavior of pupils in the classroom. In fact, it is widely acknowledged that teacher personality is the most crucial variable in a classroom setting which governs learning. Gordon, 1964, conceived and designed a project to investigate (1) patterns of personality factors in student teachers; (2) the relationship between those personality factors and classroom behavior; (3) the ability of

student teachers to be sensitive to the personal meanings of pupil behavior; and (4) the interrelationship of personality factors, classroom behavior, and sensitivity to pupil behavior. Gordon also offered these dimensions for rating the emotional climate of a classroom:

autocratic	democratic
aloof	responsive
restricted	understanding
harsh	kindly
pessimistic	optimistic

This study led to the generalization that, "one cannot research teachers in general, but must focus on the transactional relationship between a given teacher in a given classroom, or, on a small group of relatively homogeneous teachers functioning in classrooms which are essentially alike."

It was further concluded, as it emerged in this study, that the relationship between student teacher personality and classroom behavior presents a far from clear or simple picture. On the basis of these results, a number of suggestions for further research were indicated using teachers rather than student teachers, modifying the observation schedule, and controlling the situational variables.

In 1964, Myers and Walsh contributed some thoughts on evaluation in a study which they did on student teaching. They saw evaluation as being primarily personal, and felt that it must be constant, constructive and complete. The student teacher must analyze himself and think of himself as influencing his own success or failure in teaching.

Evaluation, in its true sense, should be a constructive measure designed to expedite the growth of the individual teacher and student as well as that of the total educational community.

Hunter and Amidon, 1964, re-emphasized the value of self-evaluation in the total educational serving by saying, "Evaluation should, of course, be a continuous process and one designed to help student teachers achieve consistently more objective and helpful self-evaluative skills." They discussed several evaluative devices which range from short checklists to long essays or combined aspects of each.

Batchelder, McGlasson and Schorling, 1964, gave some important considerations in the use of audio-visual aids for the classroom, and stressed the importance of the prospective teacher being proficient in the use of such aids. While the idea of visual education is not new, this type of education has increased tremendously in recent years as new developments in electrical engineering have opened up greater possibilities for their use. The student teacher should be helped to understand that the use of audio-visual aids does not relieve the teacher of his responsibilities for guiding the learning process, but, on the contrary, increases the importance of and the responsibilities of the teacher. Practical suggestions for the use of six major types of instructional aids were given.

Corrigan, 1965, proposed these guidelines which he claimed produced excellent results for the student teachers under his supervision:

- (1) Believe in the ultimate value and potential of each learner. Look at him as a person instead of an IQ

- score or a grade-point average.
- (2) Have enthusiasm for each lesson or activity.
 - (3) Organize the class so that pupils have a clear idea of the opportunities for successful experiences.
 - (4) Listen to pupils, remember what they say, and take some action that indicates to them that they are being heard.
 - (5) Remember that change is a continuing characteristic of education. Preparation for teaching, therefore involves a lifetime of study, and student teaching is just one important phase of that study.

A summarization of the point-of-view expressed by Sharpe, 1965, concerning the student teaching experience is presented in the following criteria:

- (1) The experience should be challenging. The student must see it as pertinent to his professional growth.
- (2) It should provide for involvement. As a person becomes involved in a situation, he gains insight into his own strengths and weaknesses and develops a sense of responsibility for the consequences of his actions.
- (3) It should provide for guidance and assistance. The mature person has an obligation to share his experience with the immature. The student must feel that someone is interested in his progress and in his unique problems.
- (4) It should provide for intellectualization, so that the student will be able to apply what he has learned through his experience to new situations.
- (5) Evaluation is an inseparable part of the on-going work of the student teacher. When this condition is met, the student teacher will know at all times the progress he is making.
- (6) Evaluation is cooperative and continuous. Both the student teacher and the supervising teacher participate widely in the evaluative procedure.
- (7) Evaluation should be in terms of clearly defined and cooperatively understood goals. This assumes a listing of the various types of activities by means of which these goals may be attained. The student teacher would participate many times in determining the extent to which his goals are being achieved. As a result of setting his own goals he should be able to guide pupils in seeking desirable objectives.
- (8) It should be satisfying. The student needs to be able to see for himself the results of his work. He needs to experience success.

Ryans, in 1965, attempted to standardize the definition of teacher effectiveness by suggesting that teaching is good: (1) when the teacher is a good motivator, reinforcer, presenter, explainer, organizer, evaluator, and counselor; (2) when the expected outcomes of good teaching are the acquisitions by the pupils of the intended skills, understandings, attitudes, and the like; and (3) when such acquisitions of learning are accomplished with a minimum waste of time and effort (without the acquisition of harmful concomitants on the part of the pupils), and are acquired in ways that enhance retention of learning and its transfer to other situations.

Ryans also agreed with the view of others who believe that teacher evaluation, or the judgment of teacher effectiveness, can be properly and successfully accomplished only when it is based upon reliable knowledge of the essential behaviors involved in teaching and the basic characteristics of the teacher.

Houston, Blackington, and Southworth, 1965, categorized the teacher-preparation program to include three broad areas: (1) knowledge in academic fields; (2) cognitive knowledge of psychology, sociology, and teaching methodology; and (3) the development of a teaching style. They saw the first two areas as constituting the pre-clinical phase of education while the third area could be developed only by actual practice.

If there is agreement with this view, then the opportunity for direct experience is a phase of teacher preparation that does have meaning for the student.

Walton, 1966, called attention to two interesting, unique

characteristics of teaching--characteristics which often influence the attitudes of college students toward teaching, or even a discussion of teaching. First, teaching differs from other professions in that those who go into it usually move backward or downward in the schools. The beginning teacher usually returns to a level of education below the one he has just completed. He changes roles and takes on the more mature responsibility for the learning of others--he becomes a teacher, perhaps in a high school. Teaching offers to him, however, an opportunity to assume a socially useful position, and at the same time, to pursue his own scholarly academic interests.

Secondly, all those who enter teaching are exceedingly familiar with it; they have been in classrooms for years and have observed teaching at first-hand day after day. They are aware of a great deal concerning the art of instruction; nevertheless, the college graduate who begins a career in high school teaching should be prepared for the discovery that the high school is most likely quite different from the one he remembers. This is probably not so much due to the fact that the school has drastically changed, but because he sees it from a different perspective now--the view of a teacher.

In expressing his view toward teacher education, Arthur, 1967, made two points: "One, we don't have any such thing as teacher education; and two, we must have it."

Arthur stressed that in talking about teacher education and what it is supposed to do, a determination must be made as to what the long-range goals for education are, and how close the educational process comes to attaining those goals. She offered four major goals of education

and evaluated each goal:

- (1) To prepare every person, regardless of whether or not he chose his parents wisely, so that he has a wide range of choices of how he wants to live his life.
- (2) To prepare citizens for a very complicated democratic society.
- (3) To develop culture carriers.
- (4) To develop persons who can survive in a depersonalized, intransigent, highly interdependent world.

What are the attributes that a teacher must have if he is to be a meaningful agent in attaining these goals? Arthur says these attributes are the capacity to negotiate a contract with one's students, a willingness to share one's knowledge and experience, and freedom from biases and prejudices with sufficient sensitivity to understand what the obstacles to education are.

Finally, Arthur took a look at the structure of teacher education and charged that it is impossible to develop the attributes in teachers that are necessary to attain the goals that have been presented. Her reasons are that:

- (1) We do very little to establish a meaningful relationship between what takes place in our classrooms and the situations confronted in the real world;
- (2) We assume students are inadequate intellectually and we refuse to stimulate them--(they are passed on to the teachers with a minimum of challenge, a minimum of scholarship); and
- (3) We draw only on people who have a college education, which is a further perpetuation of our prejudice.

Schueler and Lesser, 1967, presented some interesting ideas on the functions of teaching aids and they believed that the old prejudices against realia and audio-visual aids are being replaced by a more

enlightened acceptance of the newer media in teacher education. The idea just presented gains support from the fact that many of the problems of supervision, student teaching, and classroom observation are being overcome by means of closed circuit television, video-tape recording, and eight millimeter film; thus, the newer media are adding a new dimension to the teacher-training program.

Schueler and Lesser suggested the following ways in which new media may contribute to teacher education:

- (1) New media as a subject of instruction must be part of any modern teacher-education program.
- (2) New media may be introduced into teacher education itself in order to develop student's sufficient expertness in their use.
- (3) Teacher-education institutions should explore the appropriateness of each of the new media and their many possible variations for the developmental level of students.
- (4) Observational opportunities may be increased with the assistance of new media.
- (5) A teacher may gain an objective sight-sound view of himself through audio-visual recording media.
- (6) The function of appraisal of teaching by others, might be assisted by the new media.
- (7) The new media may be used most effectively for research in investigating the nature of teaching and learning behavior.

It must be understood that media offer only means, and the importance of the teacher was emphasized when Schueler stated:

A person who finds himself, for whatever reason, uncomfortable, unhappy, resentful, hostile, inadequate, or fearful in the company of students should not remain in teaching, since such apparent inadequacies might cast an unwholesome and negative influence on his attempts at teaching.

The effective teacher likes his work, is contented in the company of his students, is an accepted and positive leader in a learning community (his classroom) and is respected, liked or idealized by most of his students. He motivates and directs a large number of his students to a point where they can be said to have achieved significant and measurable behavioral and scholastic performance goals.

On the other hand, the acceptable range of positive characteristics is wide, both in kind and degree. Teachers should differ; teaching styles should be varied.

Current Issues and Trends

In simplified terms, teaching is a social function, its aim being to guide desirable growth in others. In this social, interacting relationship between teacher and learner and learner and learner, communication is the method--the school being an organized community of learners and teachers, hopefully administered so as to facilitate this communication.

In this community of teachers and learners is found the student teacher, experiencing a period of teaching with a given group of learners and with supervision and guidance. This is about as far as the uniformity goes, because programs for the education and preparation of teachers follow many patterns. It seems significant to note that in this respect, the teaching profession is unique--no agreement on a standard pattern for teacher education, or even on a controlled variation of patterns, has been reached, such as that which exists for the legal, medical, and religious professions.

Bennie felt that student teaching, while being regarded as another step in the logical sequence of professional courses, is more significant

today in the preparation of teachers than at any time since the certification of teachers became accepted practice.

The relationship of universities and school systems in teacher-training programs varies on a continuum between close partnership and uncommunicative aloofness, and the following variety of practices are found:

- (1) Some universities administer their own schools as campus demonstration and training centers.
- (2) Some universities share control of such schools with the local school systems.
- (3) Some universities utilize the schools of a given system on a guest basis, without exercising control.
- (4) Some universities utilize a combination of the afore named plans.

While student teaching continues to function, certain questions and problems concerning the operation of student teaching programs remain unanswered and unresolved. Certain issues and trends appear in much of the literature. Those mentioned below may be concisely found in the works of Bennie, 1966.

1. The role of the public school in teacher education is changing. The movement of student teaching into the public schools has been accomplished (but not without problems) and more and more public schools find themselves the center of active teacher education. A partnership between the college and the public school exists; however the college has continued to decide the pattern of student teaching. Recently a trend toward the gradual inclusion of the public school in more aspects of the student teaching experience may be noted.

2. Evidence supports the worth of pre-student teaching experiences in community action programs in the preparation of prospective

teachers. In such a program the college student has actual contact with youth, prior to the student teaching experiences, and is able to gain insights that would not otherwise be possible and to develop a community approach to teaching.

3. It is believed by some professional educators that the student teaching experience should be taken earlier in order that some of the professional courses and theoretical study might follow it. Those of this opinion felt that such a program would make the theoretical courses more valuable since the college student would have concrete classroom experience upon which his theoretical study may be based.

4. While many patterns of student teaching are in evidence, research indicates that no clear-cut validated type of program has yet been developed which clearly defines specific patterns as being superior to others. There is, however, a trend toward making the student teaching experience as nearly like the first teaching position as possible. Full-time student teaching experiences, semester-long programs, and the internship, with pay, are all indications of this trend.

5. At present, there is a decided movement toward including more laboratory experiences and more participation in classrooms during the pre-service education of teachers. These experiences would be incorporated into professional courses. The difficulty in attaining this, however, lies in the limitations of facilities and in the increasing number of teachers to be educated. Much interest is being shown by educators in the utilization of vicarious laboratory experiences in lieu of actual participation and observation. Many colleges are experimenting with film clips, closed-circuit television, and mass demonstration lessons

in place of individual involvement in different situations, and it may be expected that such professional laboratory experiences will become increasingly significant.

6. More concern is being evidenced toward the legal status of the student teacher. Because of the lack of decisions by law, there has remained a questionable status with respect to the legality of student teachers' assuming the responsibilities of teaching and the ensuing liability involved. Gradually more concern regarding this problem is in evidence, and states are slowly taking legislative action to permit student teaching and to define its scope. The legal status of the student teacher should be clarified. This may be more likely to occur when the states require state certification of cooperating teachers and when they participate more in the financial aspects of student teaching.

7. Considerably more attention is being given to the criteria for the selection of cooperating teachers. Even the possibility of state certification of the cooperating teacher is often considered. This step seems likely as the public schools assume increasingly more of the responsibility for student teaching and the cooperating teacher's role becomes more significant.

One problem which seems worthy of mention here is the identification and preparation of classroom teachers to serve as cooperating teachers. Accompanying this issue is a trend toward teacher-education institutions providing more in-service education for teachers working in student teaching programs.

8. Another issue is the lack of prestige and financial incentive provided teachers to motivate them to secure certification for the

supervisory role. Actually, a recent movement has been from cash compensation for cooperating teachers towards the assuming of the job as a professional obligation. This, however, has not resolved the monetary problem, and even though dedicated teachers may assume the role without compensation, the lack of payment puts the job in a charity relationship with the colleges, and colleges are reluctant to require the cooperating teacher to measure up to specific standards.

Recently a different point-of-view has been expressed, and there is growing interest in involving the state or possibly the federal government in the compensation aspect of the student teaching program. While this is not yet a trend, there are indications in the literature and in professional meetings that the movement may become more significant in the immediate future.

9. The professional status of the college student teaching supervisor merits more recognition and significance than has formally been afforded it. The job has survived the stage of being passed around to whoever had time available on his teaching load, and has begun to be recognized as a fully professional job in itself. Loads are becoming more reasonable, prestige is slightly greater, and the job has become more appealing to the faculty of teacher-education institutions.

10. A change in evaluative concepts is slowly being realized, and there is some indication that letter grades for student teachers may eventually be replaced by more comprehensive instruments and procedures. This is perhaps happening because prospective employers have realized that letter grades do not provide sufficient information about the prospective teacher. If, however, the letter grade is replaced by other

instruments, the refinement of evaluative instruments and criteria, and a re-education of personnel directors of the student teaching program will be necessary. Some of the newer approaches to student teacher evaluation may be found in the use of video-tape, tape recorders, and sound film.

11. There seems little doubt that the internship concept will remain in the educational picture, and, in all probability, it will grow in popularity. At the present the five-year teacher education program, including the internship, is inevitable. Its principal deterrent at the moment appears to be increasing enrollments in public schools and the corresponding demand for teachers.

12. The emphasis in teacher education is shifting since teacher educators are becoming increasingly aware of aspects of the program that were not formerly apparent. Some of these trends are (a) the preparation of teachers for more specialized duties, such as preparing teachers to teach the underprivileged and culturally deprived pupils; (b) an increased concern for the importance of mental health in education--interest in the mental health of the teachers being prepared and in educating them to improve the mental health of pupils with whom they will work; and (c) the inclusion of some form of preparation for team-teaching and the utilization of televised instruction.

While there will probably always be some issues to be resolved in teacher education, it is also apparent that progress is made from these very issues. Teacher education has improved markedly during the past decade, and indications are that this improvement will undoubtedly continue. There appears to be increased interest and support of the

academic community. Also the federal government has provided support in improving teacher education. These combined factors will play an important part in the progress of teacher education toward the professional level which it has sought for many years.

Present Study in Relation to Previous Studies

The studies reviewed in the foregoing literature were chosen because of their relationship to and, in many instances, congruence with the present study. Much useful information was gleaned from both earlier studies and more recent studies of the student teaching program, and many aspects relate directly to this study. A deeper respect for present programs of student teaching is felt with the realization that, through the years, those involved in professional education have been concerned and have continually sought to improve their efforts.

In the present study an effort has been made to take a look at what the literature sets forth as being effective teaching and an adequate, appropriate student teaching experience. This study is the only one that has been made of student teaching practices in home economics at Jacksonville State University. It includes curriculum offerings, specific techniques of teaching, directed methods and observation of student teaching, and evaluative instruments and criteria.

CHAPTER III

DESIGN OF THE STUDY

The study was designed to identify criteria which would characterize an effective student teaching program in home economics. In addition to this it sought to collect descriptive data of the home economics education program currently in operation at Jacksonville State University, and then to compare this descriptive data with the criteria mentioned above.

Procedures Used

In order to accomplish the three objectives outlined above, attempts were made to formulate plans for the study in terms of the following two important questions:

- (1) What are the characteristics and objectives of an effective student teaching program in home economics;
and
- (2) What questions should be asked cooperating teachers and student teachers in an effort to determine the strengths and weaknesses of a given student teaching program?

These questions led to another important question--the basic problem of every researcher: Whose criterion should be accepted as valid, reliable and of value to the study in progress?

Extensive research was conducted on secondary student teaching in an effort to determine which facts, views, and opinions would be

selected and presented in the study. The development of concrete plans for the study involved five major steps: (1) extensive reading of previous studies concerned with various types of student teaching programs; (2) analyzing existing practices in student teaching programs; (3) formulating (with related literature serving as a guide) a set of criteria for evaluating the student teaching program in home economics; (4) identifying (through conclusive evidence, valid and reliable data) the strengths and weaknesses of the particular student teaching program in home economics being surveyed in the study; and (5) proposing, in view of principal findings, suggestions for the improvement of the home economics teacher preparation program, and recommendations for further research.

Sources of Data

In order to take advantage of the knowledge and experience of those who have taught in the area of home economics, it was decided to invite several authorities in the field to participate in the study. Those invited to participate include the state supervisor of home economics, the district supervisor of home economics for the district in which Jacksonville State University is located, and selected cooperating teachers, teacher educators and college supervisors.

In an effort to determine the practices of the student teaching program being examined, three questionnaires were developed to assist in the gathering of data essential to the study. These questionnaires were used with three different groups--all being important in the student teaching program. These groups included specifically:

- (1) selected state supervisors and teacher educators of home economics graduates of Alabama colleges and universities;
- (2) all cooperating teachers in the area of home economics who are involved with the student teaching program of Jacksonville State University; and
- (3) all home economics education graduates of Jacksonville State University from 1964-65 through 1967-68.

Methods of Gathering Data

The three questionnaires that were devised and a letter of explanation were sent to members of the three groups which were selected to serve as sources of data. These questionnaires and letters, with self-addressed, stamped return envelopes, were sent to: (1) two state supervisors and ten teacher educators and college supervisors; (2) eight home economics cooperating teachers; and (3) forty-eight home economics education graduates.

Of the twelve supervisors and teacher educators who were sent questionnaires, ten, or eighty-three per cent, responded. All eight of the cooperating teachers receiving questionnaires responded. Responses were received from thirty-six of the forty-eight home economics graduates who were sent questionnaires. Two of the questionnaires were returned, unopened, because of insufficient addresses. No other addresses were available. Assuming that all other questionnaires were received, those returned represent a seventy-eight per cent response.

Replies were received from a total of fifty-four out of sixty-seven questionnaire recipients, or eighty per cent. All of the fifty-four questionnaires returned were usable and contained information pertinent to the study being made.

It was interesting to note that many questionnaire recipients identified themselves, although they were not asked to do so; and, they offered additional view points and opinions not asked for in the questionnaire.

Description of Data Gathering Instruments Used

All letters and questionnaires used in the study may be found in the appendix section of this manuscript. Appendix A contains a set of criteria developed and presented as desirable standards by which to obtain a judgment of the strengths and weaknesses of a student teaching program. In constructing this instrument consideration was given to what constitutes an effective student teaching experience from the standpoint of the college or university, the college or university supervisor, the public school administration, the cooperating teacher as a high school home economics teacher, and the high school home economics teacher as a cooperating teacher. The proposed standards for an effective student teaching program were sent to selected state supervisors, teacher educators, and college supervisors for their reactions, comments and suggestions. When these criteria were returned, they were revised according to suggestions that had been offered, and may be found in Appendix A.

The questionnaire, found in Appendix B, was developed in an effort to determine present practices of cooperating teachers in the home economics student teaching program under examination. This instrument investigated the qualifications and attitudes of the cooperating teachers, and the nature and extent of their orientation to the student

teaching program. An attempt was made to determine whether, in the opinions of the cooperating teachers, student teachers are adequately prepared for teaching, and whether college supervision is adequate and helpful. An opportunity was given for suggestions for improving the student teaching experience from the standpoint of what might be done at both the university and the high school levels.

The final questionnaire, in Appendix C, was developed and sent to graduates of home economics education. This instrument, primarily evaluative in nature, aimed at having former student teachers evaluate their own student teaching experience. Responses to questionnaires provided information concerning preparation for teaching through college courses, orientation to teaching, reception by the high school teachers, administrators and pupils, observation and participation, and induction into actual teaching. Conclusions of the participants, concerning the strengths and weaknesses of the student teaching program being examined, provided further information regarding practices in the high school and the university. Additional insights into the abilities and attitudes of the cooperating teachers were gained. Again, opportunity was given for suggestions for improving the student teaching experience from the standpoint of what might be done at both the university and high school levels.

A letter, explaining the research being done and the purpose of the study being made, was sent with each questionnaire. These letters appear with the appropriate questionnaire in the appendices.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

A vital part of this study was a survey of current practices in the home economics teacher education program of Jacksonville State University. The study was made in an effort to obtain information regarding (1) objectives of student teaching, (2) organization of the program, (3) teaching facilities available, (4) financial arrangement, (5) conditions for admission to and retention in the program, (6) course organization and requirements in student teaching, (7) directed observation and participation, (8) supervision, and (9) evaluative procedures used in student teaching.

After the survey was made and information relating to current practices was examined, an attempt was made to identify aspects of the program which seem most valuable and to make available information which might form the basis for further study and evaluation.

Present Status of Student Teaching in Home Economics at Jacksonville State University

To determine the present status of student teaching in home economics at this university, interviews were held with the Chairman of the Division of Education, the Director of Student Teaching, and the Teacher Educator of home economics. In addition to these sources, information was obtained from the student teaching handbook and the current school bulletin.

At Jacksonville State University the teacher preparation program prepares students for the teaching profession in both elementary school and secondary school, home economics being a part of the secondary student teaching program. Presently there are 127 students in secondary student teaching, of which twelve are home economics students. The enrollment in home economics usually ranges from twelve to twenty students per semester.

The objectives of the teacher education program at Jacksonville State University may be summarized as the desire to train able students to become professionally competent teachers with a liberal-education background and with concentrated training in those academic areas in which they plan to teach. In addition to these objectives, the home economics teacher education program proposes to provide instruction that qualifies individuals to engage in occupations and positions involving knowledge and skills in home economics subject-matter areas such as clothing and textiles, food and nutrition, home and institutional management, home furnishings and equipment, human development and family relationships.

The basic contribution of the student teaching experience to the objectives of the teacher education program is that it affords an opportunity for the prospective teacher to analyze, apply, and evaluate previously acquired learnings, and to translate theory into practice.

At this university the director of student teaching serves as director of both the elementary school and the secondary school student teaching program, and, in addition, is assigned one graduate class. He is assisted in supervision and placement of student teachers by the

Chairman of the Division of Education. He is further assisted in the placement of student teachers by various departmental chairmen and others designated through the Division of Education.

There are two campus schools (one elementary and one secondary) and eighteen public schools that serve as placement centers for student teachers, where provisions are made for student teaching at all levels. All cooperating schools that are designated for student teaching are schools that are state approved and have been accredited by the Southern Association of Colleges and Schools. The teacher education program of Jacksonville State University is accredited by the National Council for Accreditation of Teacher Education.

The aims and educational philosophy of a school, as well as its curriculum and staff qualifications, are all considered to be important in judging whether a cooperating school is desirable for the placement of student teachers; however, the institution does not exert any degree of influence over policies and practices of that school.

There are six cooperating schools approved by the State Vocational Home Economics Department where student teachers are placed. The students are placed by the home economics teacher educator with final approval by the director of student teaching. The teacher educator notifies the cooperating teacher several weeks prior to the student teacher's assignment with her. Whenever possible students are placed within a twenty-five mile radius of the university.

Cooperating teachers who serve Jacksonville State University are not given supplementary pay, and the student teacher pays no additional fee for the student teaching experience. A certain degree of cooperation

between the personnel of the institution and the cooperating school is evident; however, the arrangement for the student teaching experience is a verbal understanding, not a written agreement.

Jacksonville State University has devised a program of admission to, and retention in, the teacher education program that includes requirements for certification in Alabama and for accreditation by the National Council for Accreditation of Teacher Education.

In the freshman year a student may indicate an interest in teacher education and he may be advised and counseled accordingly; however, formal application for admission to the teacher education program is not made before the upper semester of the sophomore year. A student must present a minimum of sixty-four semester hours distributed in specific areas as outlined in the Jacksonville State University Bulletin for the particular course of study being pursued. The applicant must have passed requirements regarding the English Competence Examination, must have a 1.25 grade-point average on hours attempted in the major and in the minor subjects, and present an overall grade-point average of 1.25.

Applications meeting these minimum requirements are forwarded to the Committee on Admissions of the Teacher Education Council. This committee, after giving further consideration to the applicant's character, physical fitness, emotional stability, vocational aptitude, and interest in teacher education, processes the application. The committee may itself, or through the use of subcommittees, hold interviews or consult such appropriate records as it feels necessary to give a complete picture of the individual under consideration.

After the student has been admitted to the teacher education

program and after completing the junior year, he must meet the following requirements to be eligible for assignment to student teaching during his senior year:

(1) Maintain a 1.25 grade-point average on all hours attempted, a 1.25 grade-point average in professional education, and a 1.25 grade-point average in each of his major and minor subjects immediately prior to making application for student teaching;

(2) Complete the necessary application forms for admission to student teaching and return them to the director of student teaching at least twelve weeks prior to the semester in which the student expects to do his student teaching;

(3) Secure a recommendation for student teaching from the chairman of the appropriate department of professional education, and from each chairman of the subject matter areas designated as major and minor.

With the exception of students with irregular course schedules, prospective teachers are required to schedule a professional education semester during their senior year consisting of a block of nine consecutive weeks of directed teaching and nine consecutive weeks of course work. Students who have irregular course schedules are assigned equivalent clock hours of student teaching during the period of a semester. All student teachers spend a minimum of ninety clock hours in orientation and directed observation during the student teaching period of nine weeks which is equivalent to 270 clock hours.

The Department of Home Economics offers one professional degree, a Bachelor of Science degree with a major in vocational home economics education. This major provides training for teaching, and students who

meet the requirements are qualified to receive a Class B Professional Certificate which is acceptable for the teaching of both vocational and general home economics in the secondary schools of Alabama.

The course of study for a major in vocational home economics education trains professionally for teaching, qualifies the graduate for careers in home economics extension service, home economics in business, food service supervision, and in special areas of social service, and also prepares young women for the responsibilities of homemaking. In this prescribed course of study leading to a Bachelor of Science degree, students are required to complete a minimum of 128 semester hours of work. These hours represent forty-eight hours of general education, thirty-five hours of professional education and forty-five hours of home economics.

A student majoring in home economics education may choose an academic minor, or a minor in either of the related subject areas-- foods or clothing. To earn the related minor a student must earn at least twenty-one hours in the minor area to meet both major and minor requirements. A total of fifty-seven hours in home economics, including home economics art, is required for the major and minor, with at least twelve hours in addition to major requirements taken in one of the two areas--foods or clothing.

Majors in vocational home economics education are prepared to pursue graduate study in the various fields of home economics. At the present time this institution offers a graduate program in some areas, but not in the area of home economics.

A very important part of the home economics curriculum is that

part which is devoted to professional education and the student teaching experience. The student schedules a professional block of time, which is divided into two nine-weeks periods in the senior year. One nine-weeks' period is devoted to Home Management Residence and two professional education courses. The other nine-weeks' period is devoted exclusively to student teaching, and a weekly seminar with the teacher educator.

Students who major in vocational home economics receive six semester hours of credit for student teaching and are assigned student teaching at the secondary level consistent with the Alabama requirements for a Class B Secondary Professional Certificate.

There are definite courses designated as prerequisites to student teaching, and orientation for teaching precedes actual class teaching. In some of these courses directed observations in a high school home economics class are required.

Induction into the actual student teaching experience may be divided into three levels. At the beginning students observe teacher activities and participate in these activities to a limited degree. The length of this period is dependent upon the student teacher's readiness to begin teaching and the materials to be taught.

At the second level of the student teaching period the student teacher participates in routine duties and responsibilities such as correcting papers, helping individual students or small groups of students with learning problems, and similar tasks.

The third level of the student teaching period includes actual teaching by the student teacher under the direction and supervision of

the cooperating teacher. Student teachers are required to submit written lesson plans to the cooperating teacher for her approval before lessons are taught.

At Jacksonville State University supervision of student teachers in the area of home economics is delegated to the teacher educator, who is an experienced teacher with advanced professional work beyond the master's degree.

All cooperating teachers of home economics students at Jacksonville State University are teachers of at least three years teaching experience and some are holders of the master's degree. They supervise no more than one student teacher per nine-weeks' period.

The evaluation of the student teacher is a cooperative process which takes into account all aspects of the student teacher's competencies. The student teacher is guided into continuous self-evaluation, and also engages in cooperative, sequential evaluation with the cooperating teacher. At the end of the nine-weeks' teaching period the cooperating teacher evaluates the student teacher's progress and records her evaluation on a standard form supplied by the State Department of Home Economics. This evaluation and a suggested grade for the student teacher is submitted to the university supervisor. The university supervisor also evaluates the student teacher's progress, which is recorded on a different form supplied by the state department, and assigns the final grade. Two copies of each evaluation, with two copies of a student-data sheet are sent to the State Department of Home Economics to be placed on file.

Criteria for Evaluation of Existing Student Teaching Practices

After the present status of student teaching in home economics at Jacksonville State University was examined, the development of criteria for the evaluation of current practices seemed vital; and three sets of criteria were developed to serve this purpose.

In the first set of criteria an effort was made to set forth characteristics and objectives of an effective student teaching program. In developing these criteria the writer attempted to include practical suggestions, and to list only those objectives that are considered attainable and applicable. The objectives are divided into five groups representing the four important divisions upon which a successful student teaching experience is dependent: (1) the college or university program; (2) the college or university supervisor; (3) the public school administration; and (4) the cooperating teacher--serving in two capacities, as a high school home economics teacher and as a cooperating teacher.

These criteria were sent to selected state supervisors, directors of student teaching, and teacher educators who work with student teachers in colleges and universities in Alabama. They were asked to evaluate these criteria and to react to them as proposed standards for an effective student teaching program. It was hoped that these criteria could serve as criteria for continuous evaluation of the student teaching program in home economics at Jacksonville State University. These criteria may be found in Appendix A.

Two questionnaires were developed to assist in the gathering of data essential to the evaluation of the program. One of these

questionnaires was sent to all cooperating teachers working with Jacksonville State University in the preparation of teachers of vocational home economics, and the other questionnaire was sent to all home economics graduates of Jacksonville State University from 1964-65 through 1967-68.

All of the criteria were developed from observations and conclusions of the writer and from composite recommendations of administrators and writers in the field of teacher education and student teaching.

It was anticipated that responses to the questionnaires would reveal strengths, weaknesses, and needs of the present program. It is generally agreed that the success of any student teaching experience is largely dependent upon the cooperating teacher in whose classroom the student teacher is assigned. The questionnaire sent to the cooperating teachers was designed to provide information concerning (1) qualifications of the cooperating teachers, (2) the nature of and extent to which the cooperating teacher was oriented to the student teaching program, (3) the amount of leadership and guidance received in the program after the beginning, (4) what help was needed and by whom it should have been given, (5) practices regarding conferences with student teachers, guidance, and so forth, (6) the general attitude of most student teachers, (7) policies regarding lesson plans, (8) the extent to which student teachers are prepared for teaching at the university level, (9) the student's knowledge and understanding of adolescents, (10) the student's dress and general appearance, and (11) the extent and value of university supervision.

The questionnaire sent to former student teachers was designed to provide information regarding (1) the student's feelings regarding

student teaching before the actual experience of teaching, (2) the student's placement, (3) the kind of reception received by the student at the school to which he was assigned, (4) evidence of strengths and weaknesses in the high school home economics program, (5) the qualifications of the cooperating teacher, (6) the nature and extent of orientation to student teaching, (7) the extent of the student's participation in classes and other activities before actual teaching was begun, (8) the student's greatest concern and/or problems in student teaching, (9) the cooperating teacher's willingness and/or ability to help the student resolve these problems, (10) the extent to which the cooperating teacher provided appropriate learning experiences and guidance in student teaching, (11) the extent to which the teacher educator was aware of, willing, and able to help the student resolve his problems, (12) the extent to which course offerings at the university level prepared the student for teaching, (13) the student's ability to plan units of work and daily lessons, and (14) the student's ability to use a variety of teaching methods and instructional aids.

The last question on both questionnaires was the same:

What suggestions would you like to make for improving the student teaching program from the standpoint of what might be done

- (a) at the university,
- (b) at the high school?

The questions in these questionnaires were asked because they seemed to be representative of problems that were repeatedly cited in books, journals, and periodicals. The questionnaires may be found in

appendices B and C.

Application of Criteria to Student
Teaching Practices

The criteria presented in the foregoing section of this chapter served as a means for evaluating student teaching practices in home economics at Jacksonville State University. The report was organized in congruence with the previous organization of criteria for the evaluation of student teaching practices. In each of these divisions the writer analyzed and recorded responses to the criteria and questionnaires which were sent to those invited to participate in the study, in an effort to arrive at certain conclusions as to the effectiveness of student teaching practices in home economics at Jacksonville State University. The response to questionnaires and criteria was adequate to proceed with the study.

Table 1 shows the breakdown of returns by number and percentage.

TABLE 1
RESPONSE TO QUESTIONNAIRES

Participants	Responding		Not Responding		Total Number
	Number	%	Number	%	
State Supervisors	2	100%			2
Teacher Educators	4	67%	2	33%	6
Directors of Student Teaching	4	100%			4
Cooperating Teachers	8	100%			8
Graduate Student Teachers	36	78%	10	22%	46
Returned, unopened	2				

Each student teaching experience is unique; however there are many areas in which all student teachers should gain various degrees of competency. These competencies are directly related to the objectives of the student teaching program, and in many instances the teacher education institutions fail to define clearly the objectives of their program.

With this thought in mind the writer developed a list of characteristics thought to be indicative of an effective student teaching program and sent a copy to a selected group of state supervisors, directors of student teaching and teacher educators for their appraisal. As Table 1 indicates, ten of the twelve recipients returned these criteria with many valuable and worthwhile suggestions. The criteria was then revised by the writer and may be found, with the original criteria, in Appendix A.

According to writers in the field of teacher education and student teaching there should be definite policies governing the selection of cooperating teachers. Among these writers it is generally agreed that special educational qualifications should be established for those serving as cooperating teachers. They should possess a master's degree, be a successful teacher of at least three years' experience, be a superior classroom teacher, possess ability in working with student teachers, be interested in the student teaching program, and be willing to serve as a cooperating teacher.

While most institutions do have definite policies in this regard, they are not always able to adhere closely to their standards and are forced to modify their policies because of a limited number of qualified

and/or willing teachers.

Information on the educational background and experience of the home economics cooperating teachers who serve Jacksonville State University is presented in Table 2.

TABLE 2
DESCRIPTIVE DATA ABOUT COOPERATING TEACHERS

Cooperating Teacher	Highest Degree Held	Years of Teaching	Years of Supervision
A	M.A.	23	12
B	M.A.	17	7
C	M.A.	7	1
D	B.S.	19	8
E	B.S.	11	5
F	B.S.	10	4
G	B.S.	4	1
H	B.S.	4	1

In the following section, attention is given to the responses to eighteen additional questions that were asked these eight cooperating teachers. In response to question 5 all teachers replied that they willingly accepted responsibility for working with student teachers.

Three teachers reported that they received no orientation to the student teaching program. Of the five teachers who had received orientation to the program one had received orientation to student teaching at another institution. This teacher received orientation through the State Department of Education, meetings with the director of student teaching and the teacher educator of another institution, and in workshops for those involved in teacher education in home economics in Alabama. The other four teachers who had received orientation to

student teaching reported that they received this orientation through the home economics department of Jacksonville State University and that the orientation had been very limited.

The questionnaire revealed that the nature and extent of the orientation ranged from none at all to "social visit and printed material," "one conference and a booklet stating the experiences each student teacher was supposed to have," "folder of materials used by the student teacher," and "one group meeting of student teachers and cooperating teachers where an instruction book was given."

Questions 8 and 9 were concerned with whether the participants had had leadership and guidance in the program after the beginning, and, if so, by whom and to what extent it was provided. To this question three teachers answered that they had received leadership and guidance to a limited extent from the teacher educator at the university. Five reported that they had received no leadership and guidance since their beginning in the program except to discuss the grade of a student teacher with the college supervisor.

Question 10 asked: "What additional help was needed and would have been welcomed by you?" The answers to this question, and to question 11 which asked: "From whom do you think that such help should have come?", are stated in the teachers own words in Table 3. Only one teacher did not respond to this question.

Six teachers responded that they have regularly scheduled conferences with their student teachers; one reported that she does not have regularly scheduled conferences, but that she does have conferences with the student teacher when time permits. The remaining teacher stated

TABLE 3

HELP DESIRED BY THE COOPERATING TEACHER

Teacher	Help Desired	From Whom
A	I have long wanted a better way for evaluating student teachers.	From the college, either from the Home Economics Department or the Department of Education.
B	Some idea of the amount of help I should have given the student teacher in lesson planning. I sometimes feel they should show more originality and independence.	Professor of home economics, in group meetings with cooperating teachers.
C	Additional conferences with the supervising teacher (closer communication), and probably some communication with other cooperating teachers of the county and surrounding schools would be helpful.	The supervising teacher (college supervisor) and other cooperating teachers.
D	Conferences with the leader, better guidelines.	The head of student teachers in home economics.
E	Orientation course and assistance on successful ways of working with student teachers.	Home Economics Department-- Jacksonville State University.
F	I should have had professional training at the college level before taking the responsibility of supervising student teachers.	A college course for credit toward a higher degree-- taught by the teacher educator.
G	No response.	
H	Information about the student teacher and a discussion of their notebook and the role we play in completing it.	The college supervisor.

that she does not have regularly scheduled conferences with the student teacher. All teachers reported that they make an effort to help each student teacher see her strengths and weaknesses.

All eight of the cooperating teachers stated that their student teachers are, as a rule, well groomed and appropriately dressed for student teaching, that they accept criticisms with a good attitude, and that most of them seem to profit by suggestions from the cooperating teacher. One teacher reported, "most do profit from criticism; however a few do not follow up on suggestions."

According to the teachers responding lesson plans made by student teachers are approved by the cooperating teacher before lessons are taught.

A group of three questions concerning the student teacher's preparation at the college level was asked the cooperating teachers. These questions and the cooperating teachers' responses are recorded in Table 4.

Of the eight cooperating teachers taking part in the evaluation five reported that university supervision is helpful, but not sufficient, and that much more could be gained through adequate supervision. Two teachers responded that university supervision is both helpful and sufficient, and one teacher gave no response at all.

The following lists represents the collective thinking of the eight cooperating teachers involved. They offered the following suggestions for improving the student teaching program:

At the university

- (1) Add needed courses--adolescent psychology, art for the home and textiles.

TABLE 4

DATA CONCERNING STUDENTS' PREPARATION AT THE COLLEGE LEVEL

QUESTION	NUMBER		NO RESPONSE
	YES	NO	
Do you feel that your student teachers have an adequate knowledge and understanding of adolescents?	3	4	1
Do you think that the course offerings at the university level are adequate to prepare students for student teaching?	YES	NO	NOT SURE
	2	4	2
If you feel that the course offerings at the university level are inadequate, in what areas are the greatest weaknesses evident?	AREAS		NUMBER TIMES LISTED
	Adolescent Psychology		3
	Education Courses		
	Lesson plans		3
	Teaching Techniques		1
	F.H.A.		1
	Foods		2
Clothing		1	
Management		1	

- (2) Enrich offerings in meal preparation, management, lesson planning and advising F.H.A. members.
- (3) Have one or more joint meetings of cooperating teachers and teacher educator for suggestions and questions and answers.
- (4) Provide better guidelines for the cooperating teacher and the student teacher.
- (5) Offer a course to help cooperating teachers in their supervision of student teachers--perhaps for graduate credit--taught by the teacher educator.
- (6) Revise the cooperative evaluation form in the student teachers' notebook--it proves nothing about her teaching.

- (7) Provide better orientation and more specific instructions for the cooperating teacher.
- (8) Provide supplementary pay for the cooperating teacher based upon the number of hours that the teacher gives to supervision of student teachers.
- (9) Notify the cooperating teacher one semester in advance of the semester that a student teacher will be assigned to her.

At the high school

- (1) Cooperating teacher should be completely honest in evaluating the student teachers' progress--many times they do not recognize a weakness.
- (2) Have student teacher assume all of cooperating teacher's school duties for one week instead of one day, following the cooperating teacher's lesson plans for classes student teacher is not responsible for.

The final phase of evaluation of the current student teaching program in home economics at Jacksonville State University was carried out with the help of former student teachers. Forty-eight questionnaires were sent to those who had the student teaching experience at this institution from 1964 through 1968. Two questionnaires were returned marked "Insufficient Address," leaving forty-six questionnaires that were apparently delivered. Thirty-six responses to questionnaires were received.

Through the questionnaires the writer sought to learn whether former students felt that they had been adequately prepared for teaching and what the students considered to be the strengths and weaknesses of the program.

Questions one and two of the questionnaire were general in nature and related to the students' feelings concerning student teaching before having the actual experience. Only seven participants reported that they

were looking forward to the student teaching experience. One of these stated that she was "eager to make teaching a reality," another was, "anxious to get started," and another "anticipation and excitement." The other four used terms, such as, "eager but unsure," "anticipation but fright," and "anxious but unsure." The remaining twenty-nine responses fell in one or the other of these categories: apprehension, uncertainty, uneasiness, unpreparedness, nervousness, fear, anxiety, dread, and hesitancy.

The following lists, compiled from the questionnaires, represent responses received and indicate the reasons for the student teachers' feelings:

- (1) love of home economics
- (2) wanted to teach
- (3) must do a good job, would prove teaching ability
- (4) a challenge involved, wanted to be a success
- (5) enjoyed observations made in high school home economics classes
- (6) admired upperclassmen who had done student teaching
- (7) wanted to discover whether I really wanted to teach
- (8) the realization that this was the big step for which I had spent four years in preparation
- (9) looking forward to being a teacher
- (10) uncertain about change in roles
- (11) afraid to speak before a group
- (12) lack of experience
- (13) not knowing cooperating teacher
- (14) not knowing what to expect
- (15) no one had explained the program to me
- (16) knew nothing of program
- (17) had made no observations in a high school class before student teaching
- (18) not knowing how I would be received by the pupils and the cooperating teacher
- (19) stories of other student teachers, their dislike of cooperating teachers and reports of an overload of work
- (20) not knowing what would be expected of me
- (21) not knowing what area I would teach
- (22) not adequately prepared by courses in college

- (23) didn't know how to make lesson plans
- (24) hadn't learned basic skills in foods and housing
- (25) home economics department (university level) neglects to help students see a definite relationship between courses taken and student teaching (theory and practice)
- (26) grades in home economics department lower than grades in other departments
- (27) more concerned with grade I would receive than with knowledge I would acquire
- (28) not interested in the teaching profession

It seemed of importance in this evaluation to learn whether these student teachers had requested to be assigned to the particular school where they received their student teaching experience and, if so, for what reasons. Twenty participants indicated that they did request their particular assignment, and fifteen of them gave convenience as the reason for their request. The other five reported that they wanted to be placed at the school they had requested because of the cooperating teachers at the school and the type of experience they would receive there. Only two of the thirty-six participants reported that they had been former home economics students in the high school where they had been assigned to student teaching. In one of these cases the respondent's cooperating teacher was the same person as her high school teacher; however, the respondent felt that she would not have profited more if the cooperating teacher had not been her former high school teacher.

Participants were asked to react to the kind of reception they received at the school where they were assigned as student teachers. Twenty-seven of the thirty-six reported that they received a very warm welcome from their cooperating teachers, the high school administrators and the high school pupils. They felt that the administration and the

cooperating teacher were interested in them, sympathetic to their needs, and willing to help in any way possible. They felt also that the high school pupils were kind, cooperative, respectful, and receptive. One participant stated concerning the cooperating teachers, "I was very pleased with the way she took such a personal interest in my work. It made me want to do a better job."

Eight respondents were not pleased with the reception they received at the centers where they were assigned to student teaching. Their responses, concerning the cooperating teacher, the high school administrators and the high school pupils are recorded here:

- (1) The teacher "was not overly concerned but helpful", the administrators "were helpful" and the pupils "had student teachers all year so they accepted me as a matter of course."
- (2) The teacher "was friendly, helpful and understanding"; the administrators were "unconcerned! I didn't feel welcome as far as they were concerned," and the pupils were "reserved at first".
- (3) The teacher "did not always realize that I was inexperienced and I had to more or less feel my way"; the administrators made me feel unimportant, that I was just another student teacher"; the pupils "were very kind and considerate and I enjoyed being with them".
- (4) "I felt that at the beginning I was not welcomed by the teacher and was only undertaken as a necessary task. I was very warmly welcomed by the administrators. The pupils were mostly indifferent. There was no hostility nor a warm welcome visible."
- (5) "She was very 'cool' at first. Later she apologized for this. The principal was cordial but did not seem very enthusiastic. The pupils were very friendly and receptive."
- (6) "She was outwardly friendly, but not personally interested in me. I never had contact with any of the administrators. The pupils received me by being very warm and friendly at all times."
- (7) The teacher was "unhappy that she was to have a student teacher and unprepared to have one"; the administrators "welcomed me on the first day but I had no other contact with them"; the pupils were "excellent and very responsive".

- (8) "She knew me when I was in high school. I thought this may have had an influence on her reception of me. The administrators simply said 'O.K.' and left me to make my own decisions. The pupils remembered me. It would have been better if they had not because they considered me a friend."

Several factors of interest were noted in the responses from those who felt that their reception at the schools to which they were assigned was not so good. For example, the student who returned to the high school where she had been a student considered that there was some disadvantage in this. She did not say, however, whether she felt that the cooperating teacher was influenced positively or negatively by having known her when she was a student in the high school.

It was also noted that the former student teacher who said that she looked forward to student teaching because of her love of home economics and because of observations made in high school home economics classes was also the respondent who reported that her cooperating teacher was "unhappy that she was to have a student teacher and unprepared to have one." The respondent who expressed a feeling of hesitancy about student teaching because she had made no observations in the high school home economics classroom also felt that her cooperating teacher was "outwardly friendly, but not personally interested in me."

Twenty-eight respondents reported that they were able to conclude fairly soon what the strengths and weaknesses were in the high school home economics program. Five answered that they were not able to determine the strengths and weaknesses of the program and three did not respond at all.

Question 9 asked for a description of the participant's cooperating

teacher. The responses are tabulated in Table 5.

TABLE 5
DESCRIPTIVE DATA OF COOPERATING TEACHERS

QUESTION	NUMBER			
	YES	NOT ALWAYS	NO	NO RESPONSE
Did she dress appropriately?	36			
Did she use correct grammar?	35	1		
Did professionalism rule in the decisions she made?	32	3		1
Did she understand and believe in the worth of all human beings?	34		2	

The participants were also asked to describe in what ways their cooperating teacher was unique and what characteristics made her interesting to her pupils and to the student teacher. In these responses personality ranked first--warmth, friendliness, winning smile, 'young in heart', understanding and cooperative attitude, calm and patient, and a sense of humor being some of the terms used. The teacher's interest in and concern for others was mentioned most often after personality. Knowledge of subject, ability to communicate with pupils, ability to draw the best from everyone, enthusiasm, good but pleasant disciplinarian, and the ability to handle each situation that arises are other characteristics that were mentioned. Two respondents noted that their cooperating teacher was "reserved, and had a professional attitude that would not allow her to get close to her pupils and to me." One responded that she was not able to observe any ways in which her cooperating teacher was unique.

Of the thirty-six participants involved in the evaluation of their student teaching experience, only one stated that she had no orientation to the program. One did not respond to the question but, the remaining thirty-four reported that they received orientation ranging from observations and conferences explaining the program, to a tour of the home economics department and school and introductions to faculty. Some had all these experiences in their orientation.

In question 12, participants were asked if they felt wanted, needed, inferior, or overwhelmed with duties. Their responses are categorized in Table 6.

TABLE 6
STUDENT TEACHER'S EVALUATION OF HER PLACE IN PROGRAM

QUESTION	RESPONSES			
	YES	NO	SOME-TIMES	NO RESPONSE
Did you feel				
wanted?	28	4	4	
needed?	25	7	3	1
inferior?	4	27	3	2
overwhelmed with duties?	2	28	4	2

All of the participants reported that they were able to participate in the classes before they began teaching full periods. They called roll, made and arranged bulletin boards and displays, typed tests, monthly reports and various other materials, graded papers, assisted in foods and clothing laboratories, obtained materials from the library, and kept study hall for the cooperating teacher. Several taught classes when the cooperating teacher was out of school. Other

activities, in school and out, in which they participated were faculty meetings, P.T.A. meetings, F.H.A. meetings, banquets, home visits, fashion shows, assembly programs, pep rallies and ball games.

The following list is representative of the things that were reported as being those things about which the student teacher was most uneasy or unsure before actual teaching was begun:

- (1) preparation and presentation of material
- (2) ability to express thoughts
- (3) emphasizing the things that the cooperating teacher would want emphasized
- (4) reception by high school pupils
- (5) reception by cooperating teacher
- (6) ability to keep the pupils' interest for a full hour
- (7) ability to answer the questions of the pupils
- (8) ability to communicate with pupils in such a manner that they would understand
- (9) making unit plans and lesson plans
- (10) running out of material
- (11) ability to discipline the pupils
- (12) knowledge of subject matter
- (13) ability to get pupils to take part in discussion
- (14) ability to be calm, organized and likeable

It was surprising to note that twenty-four participants reported that they still had the same concerns when they had taught about half of the designated teaching time. Twelve participants reported that they no longer had the same concerns, but nine of these reported other problems. Their problems included:

- (1) lessons slipping behind plans, trouble sticking to schedule
- (2) pupils being bored, not taking part in discussions
- (3) not being familiar enough with subject matter
- (4) lack of ability to organize
- (5) not being sure that pupils were being reached
- (6) crowded conditions in basic sewing classes

- (7) inability to use a variety of teaching methods and techniques
- (8) not being allowed to make lesson plans in outline form instead of detailed paragraph form
- (9) inability to manage classroom--time, organization and discipline

The next several questions are concerned with the extent to which the cooperating teacher and the teacher educator gave help which the student teacher needed. These questions and a tally of responses are shown in Table 7.

Only two participants reported that they were humiliated before a class during the student teaching experience. They stated that they were corrected concerning information that they were giving their pupils and that this was humiliating. Two other participants responded that they were embarrassed before a class--one when her foods demonstration was unsuccessful and the other when she sent two students out of the room and forgot them for the entire period.

It seemed of importance to learn whether these former student teachers felt that they were adequately prepared for student teaching. In response to the question, "Do you feel that the course offerings at the university level were adequate to prepare you for student teaching?", only nine of the thirty-six involved in the evaluation answered in the affirmative. The remaining twenty-seven listed these areas in which they were aware of the greatest weaknesses:

home economics education	mentioned 10 times
clothing	mentioned 6 times
foods	mentioned 5 times
art	mentioned 3 times
education other than home economics education	mentioned 2 times
adolescent psychology	mentioned 1 time

TABLE 7
 ASSISTANCE GIVEN STUDENT TEACHER BY COOPERATING
 TEACHER AND TEACHER EDUCATOR

QUESTION	NUMBER		
	YES	NO	NO RESPONSE
Do you think your cooperating teacher was aware of your problems?	26	9	1
Do you think that she was:			
(a) willing to help you resolve them?	31	2	3
(b) able to help you resolve them?	26	8	2
Did your cooperating teacher adequately provide:			
(a) constructive criticism?	33	3	
(b) a certain amount of freedom with guidance?	35	1	
(c) control of the class for a definite time?	35	1	
(d) flexibility in teaching methods?	33	2	1
(e) suggestions as to methods and techniques?	29	7	
(f) regular conferences?	30	6	
Do you feel that your teacher educator (university level) was:			
(a) aware of your concerns and problems in student teaching?	25	10	1
(b) willing to help you resolve them?	28	2	6
(c) able to help you resolve them?	22	8	6

Several respondents elaborated on these weaknesses by saying that they feel that some of the home economics education courses are a waste of time--that time could be used to better advantage. They felt that they needed more guidance and instruction on how to present materials. Some felt that more time should have been spent on the Alabama Home Economics Course of Study and how to prepare lessons following this course of study. Others felt that they did not fully understand the total home economics program in the high schools of Alabama.

A few respondents used the term "weak" to describe the clothing area, and one felt that there were too many outside projects in this area. Some felt that their foods courses did not prepare them for the advanced course, House Residence, or for teaching foods to high school students. They felt that in some foods classes the laboratory periods were much too long for what they were required to do. The complaints regarding art were that the art course taken at the university does not relate to or prepare for teaching art in the high school home economics program.

Two respondents felt that the education courses taken outside of the home economics department were not effective or did not teach what they had expected to receive regarding school policies, reports, teaching the disadvantaged, discipline, and so forth. And one respondent felt that the student teacher should have at least one course in adolescent psychology, to help in understanding high school pupils.

In further efforts to determine the qualifications of the home economics student teacher at this university, a question was asked concerning specific skills and abilities which they possessed when they began the student teaching experience. The question and a tally of

responses are recorded in Table 8.

TABLE 8
SELF EVALUATION OF SKILLS AND ABILITIES OF STUDENT TEACHERS

QUESTION	NUMBER		
	YES	NO	NO RESPONSE
When you began your student teaching do you feel that you had adequate information, skills and abilities to:			
(a) plan your unit?	11	25	
(b) prepare daily lesson plans?	17	19	
(c) use a variety of teaching methods and techniques?	27	8	1
(d) prepare and use a variety of audio-visual aids?	19	17	

In describing these inadequacies, the lack of knowledge in using and caring for audio-visual aids was mentioned often. Respondents were also very uncertain about planning units of work and the daily lesson plan. Several reported that they did not know how to make a good unit plan or lesson plan when they started teaching, and one reported that she was not even sure what a unit was. Some reported that they needed assistance in deciding what should be taught at each level of home economics--basic, advanced and specialized, and that they had difficulty in judging how much time should be spent in the various areas at each level.

The last question on this questionnaire was the same as the last question on the questionnaire sent to cooperating teachers. It requested

that the participants offer suggestions for improving the student teaching program in home economics from the standpoint of what might be done at the university and at the high school. Twenty-one respondents offered suggestions as to what was needed in one or the other or both levels of the program. Their suggestions are recorded below.

At the university:

- (1) Include an audio-visual education course as a requirement in the home economics course of study.
- (2) Provide more basic foods cookery and clothing construction and instructions on how to teach these skills to high school girls.
- (3) Orient each college course toward showing the student how the information can be applied and taught in the high school classroom.
- (4) Provide an opportunity for individual conferences with the teacher educator, so that the student teacher may discuss problems in student teaching.
- (5) Offer more guidance in planning complete units of work in the various areas of home economics.
- (6) Send student teachers to a number of schools instead of just a few--pupils and teacher become immune to student teachers when they have so many.
- (7) Provide a longer period of student teaching with gradual involvement in the activities of the high school home economics class.
- (8) Provide an opportunity for studying the Alabama Home Economics Course of Study and provide each student teacher with a copy of this guide.
- (9) Offer more courses in subject matter.
- (10) Give more orientation as to what will be expected of the student teacher in the high school.
- (11) Omit the project that the student teacher must do for the high school home economics department.
- (12) Arrange the home economics education courses in the student's schedule before student teaching is attempted.
- (13) Delete the home economics education course that is taught along with student teaching unless it can be offered in a more helpful way--roundtable discussions, learning to use audio-visual aids, and so forth.
- (14) Provide opportunity for more varied observations of high school pupils.
- (15) Acquaint student teachers with the newer trends in home economics--classes for boys, occupational training, co-educational family living classes and team teaching.

At the high school:

- (1) Provide more opportunity for participation in various school activities.
- (2) Provide teaching experiences in more than one area of home economics.
- (3) Encourage involvement in the total school program.
- (4) Provide less crowded classrooms.
- (5) Provide the student teacher with a copy of the unit of work, in the area or areas in which she will teach, early in the student teaching period--(adequate time for planning and collecting material is needed by the student teacher).
- (6) Give student teachers more responsibility and make student teaching as much like actual teaching as possible.
- (7) Provide an opportunity for more time with the cooperating teacher--(a closer relationship).
- (8) Provide up-to-date teaching materials and equipment for the student teacher to work with.
- (9) Provide more acceptance of the student teacher by the high school administration.

Finally, one respondent felt that there exists a definite need for better communication between the university and the high school.

This study has attempted to identify characteristics and objectives of an effective student teaching program, to evaluate current practices in the student teaching program in home economics, and to make available this data for further study and continuous evaluation. The questionnaire survey revealed that while certain aspects of the student teaching program in home economics at Jacksonville State University are considered weak by the respondents, other phases of the program are considered strong. If the program is to be improved, it would appear that a careful attempt to strengthen those areas which were identified as weak might offer a practical starting point for action.

It is hoped that the study may suggest avenues for the analysis

of successes and failures in the student teaching experience and that the identification of these and subsequent attention to probable causes of such success and failure could give direction to program changes which might improve not only the preparation of the student teacher for the student teaching experience but also the conditions in the schools under which that experience is attempted.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purposes and Plans of the Study

The study was undertaken because of the writer's close relationship to the student teaching program in home economics at Jacksonville State University. From the beginning the aim was to evaluate this particular program objectively in an effort to locate strengths and weaknesses and to prepare recommendations for implementing a stronger, more effective program. In order to evaluate the program it was necessary to ascertain the characteristics of an effective student teaching program.

First, efforts were concentrated on extensive and comprehensive reading in the field of student teaching. Criteria for judging a student teaching program were then developed, and copies were sent to selected student teaching personnel in Alabama for their reactions and suggestions. Then plans were made to determine the present status of the student teaching program at this institution. This was accomplished through interviews with local student teaching personnel and through a questionnaire survey in which cooperating teachers and former student teachers were invited to evaluate the program.

When the criteria that had been developed as characteristics of an effective student teaching program was returned, it was revised

according to suggestions that had been offered. Finally, the student teaching program at Jacksonville State University was evaluated according to these criteria, and according to questionnaire responses received from cooperating teachers and former student teachers.

Principal findings are summarized and conclusions drawn from which recommendations for improving the particular program are offered.

Principal Findings

While student teaching programs, as they operate today, are not the sole responsibility of either the public schools or the teacher-education institutions, the college or university grants credit and thus bears the ultimate responsibility for the student teaching experience. The actual implementation of the course, however, is a joint responsibility. The college schedules the student teacher and provides the pre-student teaching professional courses and the supervision to assist the cooperating teacher and the student teacher in reaching the objectives of the student teaching experience. The public schools make available the laboratory, the pupils, the cooperating teacher and the facilities in which the guiding of the student teacher takes place. It is in this setting that the prospective teacher is able to synthesize the theory he has studied and the practical experience of teaching into a more complete understanding of teaching and learning and what the role of an effective teacher encompasses.

In this study an analysis of the principal findings was made in order to draw some conclusions as to the strengths and weaknesses of the program.

Of the eight cooperating teachers who serve in the home economics student teaching program three hold the M. A. degree, all have the B. S. degree, and all eight are teachers of at least three years' experience. At least half of these would rather not serve as cooperating teachers, as indicated by their own responses and those of their former student teachers, even though they willingly accepted responsibility for working with student teachers. Three of the eight teachers received no orientation to the program and four had limited orientation. Only one teacher felt that she had received adequate orientation and part of this orientation was received at another institution. Only a few received leadership and guidance after becoming a cooperating teacher, and they, only to a limited extent.

Most of these teacher's schedule regular conferences with their student teachers and approve lesson plans before they are taught.

More than half of these eight cooperating teachers believe that student teachers are not adequately prepared for teaching nor do they have an adequate knowledge and understanding of adolescents.

It was found that the cooperating teachers believe that university supervision is helpful and could be of much value but that it is not adequate.

Questionnaires from former student teachers participating in the study revealed other factors that were important in drawing conclusions regarding the student teaching program at this university.

More than half of the respondents requested the assignment they received in student teaching, either for convenience or because they anticipated a meaningful experience with the particular cooperating

teacher. A majority of these felt that they were welcome in the high school. Some, however, did not feel wanted in the schools where they did their student teaching.

Strengths and weaknesses of the high school program were identified by the student teachers. And a large majority reported that the cooperating teachers are appropriately dressed, use correct grammar, are professional, and believe in the worth of all human beings.

A majority of those responding felt wanted and needed at the high school where they were assigned for student teaching, but a few felt inferior or overwhelmed with duties.

All student teachers had participated in the high school classes before they began teaching full periods and had engaged in other activities, in school and out, some to a larger extent than others. They all felt uneasy or unsure before actual teaching was begun, principally because of anxieties connected with proper and adequate preparation of material to be presented and the complexities of communicating with the high school pupils. Two-thirds of these student teachers had the same concerns after teaching half of their designated time.

According to the responses received, a large majority of the student teachers felt that the cooperating teacher and the teacher educator were aware of their problems, willing and able to help in resolving them, and that they were given enough freedom and guidance in the student teaching experience.

Only nine of the thirty-six student teachers involved in the study felt that course offerings at the university level were adequate to prepare them for student teaching. They mentioned the same areas as

the cooperating teachers did in designating the areas in which they felt student teachers were weak. In order of the number of times mentioned those areas were identified as home economics education, clothing, foods, housing, art, education other than home economics education, and adolescent psychology.

At this point findings indicate that present practices used in the home economics student teaching program at Jacksonville State University are, for the most part, in keeping with the criteria that was developed in the early part of this study. Some practices, however, were found to be more in evidence than others. Some of the strengths of the program were identified as follows:

- (1) Definite objectives have been set for the program.
- (2) The program is organized under a director who provides leadership.
- (3) Students must meet definite requirements for admission to and retention in the program.
- (4) Six semester hours of credit are given for student teaching.
- (5) Specific academic background and/or experience is a pre-requisite for the cooperating teacher and the college supervisor.
- (6) Definite instruments and techniques are used to evaluate the progress of student teachers.
- (7) The student teaching program has the approval of two accrediting agencies.

Findings also revealed several weaknesses in the program which may be briefly summarized as

- (1) lack of rapport between the administrators of the student teaching program, the cooperating teachers, and the student teachers,
- (2) inadequate pre-preparation of the prospective teacher, and
- (3) lack of effective supervision.

Conclusions and Recommendations

As a result of the data revealed in the study the writer has been led to draw some conclusions concerning the means for improving the home economics student teaching program at this institution. These conclusions are discussed under three headings: rapport, preparation, and supervision.

Rapport. There appears to be a lack of rapport between the administration, the cooperating teachers, and the student teachers in the home economics student teaching program. This writer is of the opinion that the problem is not a great one, and that it can be resolved by proper orientation to the program of the cooperating teacher and the student teacher. This is apparently a job for the teacher educator--college supervisor, and might be managed through more effective communication. There seems to exist an immediate need for in-service meetings arranged by the teacher educator for the purpose of strengthening communication lines and providing the cooperating teachers with orientation to the student teaching program. This could possibly develop into a graduate course offered to cooperating teachers for credit. The teacher educator has the added responsibility of providing proper orientation to the student teachers with whom she works. This could be included in one of the home economics education courses at the college level.

In further developing rapport, consideration should be given to the student teacher's assignment, as this appears to be one of the most important elements in the success or failure of any student teacher. If at all possible, procedures should be investigated for matching the

abilities of the cooperating teacher with the unique talents of the student teacher.

It is the conclusion of the writer that the student teacher should be adequately prepared and willing to offer the cooperating teacher enough assistance to balance the guidance and supervision that the cooperating teacher offers the student teacher. Under these circumstances, perhaps, the cooperating teacher would not expect to receive supplementary pay for her services to the student teaching program. More effective supervision, executed by one with the ability to supervise, in the student teaching program could contribute to the establishment of rapport among the cooperating teachers, student teachers, and teacher educators.

Preparation. Responses to questionnaires produced conclusive evidence that both cooperating teachers and former student teachers who participated in the study felt that the student teacher was not adequately prepared before the student teaching experience. Evidence also supports the belief that course offerings and pre-teaching experiences are not adequate or, in some cases, appropriate to sufficiently prepare the prospective teacher for master teaching in the high school vocational home economics program. For this reason a certain amount of curriculum evaluation has evolved with the following conclusions being formulated.

While the student teacher currently makes observations in the high school classroom, this is usually done immediately preceding the professional semester when she will be engaged in student teaching. She should have an opportunity to observe early in the program, to observe teaching in as many areas of home economics as possible, and to observe

the teaching techniques of more than one teacher. Once her teaching is begun, she should have an opportunity to teach regularly in more than one area (foods, clothing, housing, etc.) and at more than one level (basic, advanced, specialized). The student teacher should be provided an opportunity for more involvement with the home economics program and the total school program in order to gain a broader perspective of the total educational service. She should be provided an individualized student teaching experience based upon her needs and aspirations.

The student teacher needs a course in adolescent psychology in order to adequately understand the adolescent whom she will be teaching. She needs art courses which contain content that will prepare her for teaching the elements and principles of art that she will be expected to teach in the high school home economics class as outlined by the Alabama course of study. The home economics education courses should prepare the student teacher for making unit plans and daily lesson plans, for using a variety of teaching methods and techniques, and for using audio-visual aids. All education courses should be taken before or along with the student teaching experience.

Indications are that the housing area is weak and students need an additional course in housing to prepare them for high school teaching. One of the best solutions might be to drop the course, Home Problems, from the curriculum and add an additional course in housing.

The state home economics course of study, prepared as a guide for home economics teachers, devotes one area to the teaching of management, making it imperative that college students be prepared for teaching this unit. The present college course combines home management theory

and house residence for three hours of credit. It is the opinion of the writer that these courses should be separated into two courses--one theory and one practice--for three hours credit each. There is not enough time to develop the present course as it should be nor to hope for the most effective outcomes. There was support for the idea that management principles could be taught in each course offered such as foods and clothing.

Respondents suggested that the course, Health in Home and Community, should be deleted from the home economics curriculum. This area is no longer included in the high school course of study; therefore the prospective teacher will not be called upon to teach such a course in the student teaching experience or in future teaching positions. Recognizing that the course content is good, it is concluded that the information may be had, if desired, from other sources such as physical education and Red Cross courses.

After careful study, conclusions have been drawn concerning the foods courses that are offered in the present curriculum. The freshman foods course, Fundamentals of Food Preparation, is presently taught on the basis of one lecture hour and two two-hour laboratory periods per week. Some of the respondents felt that some laboratory periods are too long for the course content. They suggested that the freshman foods course might be just as effective if taught on a basis of three one-hour periods (one lecture and two laboratory periods) per week.

There exists a need to divide one advanced food course and make two separate courses. Nutrition and Experimental Foods would serve the total program to better advantage if it were separated into Basic

Nutrition and Experimental Food Cookery. Each would carry three hours of credit. The present course carries too much material for one semester, yet all of the material has value; by separating the course, the student could have a more adequate knowledge of each and more courses would be available to the foods minor. By including special additional courses in foods, the student could fulfil academic requirements of courses and credit hours as adopted by the Executive Board of the American Dietetic Association, both for membership in the Association and entrance into approved dietetic internships, in addition to earning a degree in vocational home economics education.

In the interest of the prospective teacher who will be teaching Family Relationships respondents concluded that more adequate preparation for this area could be offered if this course were added to the home economics curriculum and taught by a member of the home economics staff.

Since the student teaching experience is designed to accomplish experiences with all the aspects of vocational home economics, conclusions are that a change in course organization would be of benefit in meeting the needs of home economics students at this institution. A brief summary of proposed curriculum revisions is offered here under four major headings.

Family Environment

- Human Development
 - Child development
 - Adolescent Psychology
 - Family relationships
- Housing
- Equipment
- Management
- Personal Finance

Foods and NutritionClothing, Textiles, and Applied DesignTeacher Education

Indications are that three additional faculty members will be needed within the next three years in order to meet the needs of the rapidly expanding enrollment. These teachers will perhaps be needed in the areas of foods, human development and teacher education.

Supervision. The dominant factor in effecting the progress of student teaching is believed by many to be the college supervisor's ability to supervise. The supervising teacher must possess the ability to evaluate critically classroom procedures, techniques, and other activities considering whether they are meaningful to the pupils. On the other hand, in developing effective programs of student teaching, she must be patient, enthusiastic and cooperative with the beginning teacher.

With these thoughts in mind and considering the responses to questionnaires received from cooperating teachers and former student teachers, it is concluded that improvement in supervisory practices is needed at this institution. There exists a need for greater coordination among the college supervisor, the cooperating teacher, the student teacher, and the college personnel. This could be brought about through visitations, conferences, workshops and seminars. Conferences should be held regularly between the college supervisor and the cooperating teacher, the college supervisor and the student teacher, and the cooperating teacher and the student teacher. There should be conferences involving all three periodically.

In the final analysis, it is the cooperating teacher who is

responsible for the instruction of the class and the college supervisor who is responsible for the student teacher and his preparation; but, since the two are so closely interrelated, the necessity of good communication and mutual understanding is great.

Concluding Statement

Today, many hundreds of public schools are the center of active teacher education. Teachers and administrators alike find themselves in an active role for which they have had little or no special preparation and with little guidance and assistance in adjusting to this role. Implications are that the increased utilization of the public schools in student teaching has reached the point where the quantitative aspects of the student teaching experience are accepted. But many persons, both in school and out, are raising questions concerning the conditions for quality education. In connection with the rapid growth and expanse of the teacher preparation program implications are that there will soon be an acute shortage of placement centers for student teachers.

The preparation of students who major in home economics in the present decade is vastly different from that of just a decade ago. In the last decade strong adherence to the practices of the past was apparent in the teaching of home economics in the secondary schools, and rigid, inflexible curriculums with too little relationship to the needs of modern society were the rule rather than the exception at colleges and universities.

Today courses in home economics that are taught on the secondary

level have been revitalized and new courses are being developed and added to the curriculum. Learning experiences in the courses are being revised in keeping with the times.

To fully prepare prospective teachers for home economics teaching, indications are that curriculum revision on the college level must now be the rule in order to meet this newer approach in the high school program.

To be sure, all individuals resist change, but opportunities for voluntary change should be skillfully offered and positively directed. Usually these opportunities are valued as their worth is proven.

This study, which involves all those concerned with the preparation of teachers of vocational home economics at Jacksonville State University, has been invaluable to the writer. The research that has been done, the material that has been gathered, and the surveys that have been made provided insights into the student teaching program, both general and specific, that could not have been gained through any other approach. It is hoped that the study will serve as a means through which continuous and sequential research may be done regarding the student teaching experience and the total home economics program of this institution.

APPENDIX A

LETTER AND CRITERIA FOR EVALUATION OF
A STUDENT TEACHING PROGRAM TO
STATE SUPERVISORS AND TEACHER EDUCATORS

REVISED CRITERIA FOR EVALUATION
OF A STUDENT TEACHING PROGRAM

Route #1, Box 160
Jacksonville, Alabama 36265
March 4, 1968

TO: State Supervisors and Teacher Educators of Home Economics
Education Graduates of Alabama Colleges and Universities

FROM: Mrs. Louise R. Clark, Chairman, Department of Home Economics,
Jacksonville State University

You are an important part of a research study which I have undertaken as a doctoral candidate in Secondary Education, with specialization in home economics, at the University of Alabama. The study is under the guidance of Dr. James D. Powell. My purpose is to examine the strengths, weaknesses and needs of the student teaching program in home economics at Jacksonville State University. Consideration will be given to what constitutes a good student teaching experience, and an effort will be made to prepare recommendations for the improvement of the program at this university.

Two questionnaires have been developed to assist in the gathering of data essential to this study. One of these questionnaires will be sent to the home economics education graduates of Jacksonville State University from 1964-65 through 1967-68. The other questionnaire is to be sent to all cooperating teachers working with Jacksonville State University in the preparation of teachers of vocational home economics.

The enclosed criteria were developed as desirable standards by which to obtain a judgment of the strengths and weaknesses of a student teaching program. In order to take advantage of the knowledge and experience of those who have taught and worked in the area of home economics, I would like to request that you react to these proposed standards for an effective student teaching program. Any comments and suggestions that

you may have to offer will be gratefully received. Feel free to write in the margins, under statements, and on the backs of pages. Responding to this material will only take 30 to 45 minutes of your time, and it is so very important to me. So, won't you please do it now, enclose it in the self-addressed, stamped envelope and mail it tomorrow? I will be sincerely appreciative of your cooperation.

Thank you, in advance, for your contribution to this study. And please feel that you have had a most important part in anything that I am able to do, through the study, to strengthen the student teaching program at Jacksonville State University.

Encls.

Characteristics of a Good Student Teaching Program

I. The College or University

- A. Screens carefully the ones who are to do student teaching. Those without ability or with personality defects and other disabilities that would make it impossible for them to become effective teachers should not be placed in the student teaching program.
- B. Gives sufficient preliminary education both in subject areas and in professional areas so that student teaching will have a base to build upon.
- C. Plans college work of student teachers so that sufficient time will be provided for them to carry out duties of student teaching.
- D. Provides sufficient supervision for student teachers--careful and frequent supervision.
- E. Cooperates with the school administration in doing what may be necessary to ensure that the educational program contributes to the welfare of the school system and the effective learning of the pupils.
- F. Provides educational leadership to all personnel in the teacher education program.
- G. Assigns student teachers to situations where they have the opportunity of seeing quality teaching, well-qualified teachers, and have opportunity for their own personal development into competent classroom instructors.
- H. Provides some formal preparation for the cooperating teacher.
- I. Provides for the public schools to have a voice in determining the policies affecting the operation of the student teaching program.

II. The College or University Supervisor

- A. Assumes responsibility for seeing that student teachers under his supervision are prepared for their student teaching experience by providing
 - (1) a planned orientation
 - (2) an understanding of the expectations of student teaching and also a familiarization with the total role of the teacher

- (3) an awareness of dress and grooming, professional ethics, relationships with pupils and staff members and an acquaintance with rules and regulations peculiar to student teachers in specific schools
 - (4) an understanding of the objectives of student teaching and an acquaintance with the type of activities which help attain these objectives
 - (5) an acquaintance with the evaluation forms used in evaluating their efforts.
- B. Visits the classroom of the cooperating teacher frequently enough to become acquainted with the student teachers and their teaching practices.
 - C. Provides the cooperating teacher with pertinent information about the student teacher.
 - D. Shares responsibility for evaluation of the student teacher with the cooperating teacher and the student teacher.
 - E. Helps the cooperating teacher understand her role in the student teaching program.
 - F. Helps the cooperating teacher and the student teacher resolve any problems which develop in the student teaching program.
 - G. Acquaints the cooperating teacher with what is expected from the student teacher--logs, case studies, evaluations, reports, and the like.
 - H. Provides sources of information as requested by the cooperating teacher or the student teacher.
 - I. Places the student teacher with the cooperating teacher who can provide high quality teaching experiences.
 - J. Consults and advises with the student teacher as the occasion dictates.
 - K. Provides for a regular student teaching seminar where student teachers under his supervision meet to exchange experiences and discuss problems.
 - L. Observes the student teacher in action and follows the observations with a two-or-three-way conference.
 - M. Helps the college understand and discharge its responsibilities to the student teaching program in the laboratory and cooperating schools.

- N. Employs tact, diplomacy and understanding to foster good human relations between the college and school, the co-operating teacher and the student teacher.

III. The Public School Administration

- A. Really wants the student teaching program and sees in it an opportunity for service to education.
- B. Has an implied obligation to provide adequate facilities for the program--an up-to-date department in equipment and tools for teaching (multi-sensory aids, reading material, access to library, adequate laboratory space, etc.).
- C. Provides for the development and maintenance of an up-to-date curriculum on the level of the pupils involved, with teaching methods and materials which reflect the most recent educational developments.
- D. Provides adequate funds for implementing the program so that the teacher does not dissipate her energies raising money.
- E. Shows an interest in the student teacher, makes her feel welcome at professional meetings, treats her as a teacher, and, in general, establishes rapport with the student teacher.
- F. Arranges the schedule so that the cooperating teacher has some time during the school day for conferences with the student teacher.
- G. Interprets the student teaching program to the community, board of education, and the teaching staff.
- H. Approves the selected corps of cooperating teachers who will participate in the program.
- I. Participates in study groups to bring about changes and improvements in the program.
- J. Makes available for study and distribution an excellent selection of printed materials which reflect current thinking on student teaching.
- K. Encourages an exchange of ideas among all those concerned with student teaching so as to insure a program which can produce the caliber of teacher desired by any school system.

IV. The Cooperating Teacher as a High School Home Economics Teacher

- A. Has at least a masters degree or is making significant progress toward earning this degree.

- B. Is a growing teacher, as evidenced by attendance at and participation in professional meetings and workshops, and by reading professional literature.
 - C. Is a socially and emotionally mature person who enjoys good mental health.
 - D. Has good knowledge of the subject matter, skills, and appreciations that she teaches.
 - E. Employs a variety of teaching techniques and is able to demonstrate the elements of good teaching and the ability to analyze the basic principles of teaching and learning.
 - F. Sees the home economics program in its true relation to the total school program.
 - G. Does a good job in all phases and areas of the home economics program, and an excellent job in most.
 - H. Is articulate.
 - I. Uses good grammar.
 - J. Inspires the confidence and respect of her pupils and of others with whom she works.
- V. The High School Home Economics Teacher as a Cooperating Teacher
- A. Really wants to be a cooperating teacher and sees the opportunity of making significant contributions to teaching as well as the opportunity for experiences in broadening her own horizons.
 - B. Has a genuine professional interest and positive attitude toward teaching and toward working with student teachers.
 - C. Shows an interest in each student teacher and makes her feel welcome at the high school.
 - D. Respects the student teacher and treats her more as a co-worker than as a subordinate, thus setting the stage for the pupils to respect the student teacher.
 - E. Has good physical health and is willing to give the necessary time and energy in working with the student teacher to insure a maximum learning opportunity.
 - F. Accepts the student teacher as a person of worth and sincerely tries to help her become as effective as she can be.
 - G. Is aware that any student teacher may have a "bad day" and is

willing to offer encouragement when it is needed.

- H. Provides opportunities and time for conferences with the student teacher.
- I. Never exploits the student teacher.
- J. Acquaints the student teacher with all facilities, equipment, rules and regulations of the school.

Characteristics of an Effective Student Teaching Program

I. The College or University

- A. Screens carefully the ones who are to do student teaching. Those without ability or with personality defects and other disabilities that would make it impossible for them to become effective teachers should not be placed in the student teaching program.
- B. Provides preliminary education both in subject areas and in professional areas on which student teaching will be built.
- C. Plans college work of student teachers so that sufficient time will be provided for them to carry out duties of student teaching.
- D. Provides supervision for student teachers--careful and frequent supervision--under the guidance of the Home Economics Teacher Educator.
- E. Cooperates with the school administration in that the student teaching program contributes to the welfare of the school system and the effective learning of the pupils.
- F. Assigns student teachers to schools in which they have the opportunity of seeing quality teaching, well-qualified teachers, and have opportunity for their own personal development as classroom instructors.
- G. Provides some formal orientation to the program for the co-operating teacher.
- H. Provides for the public schools to have a voice in determining the policies affecting the operation, as it applies to the public schools, of the student teaching program.

II. The College or University Supervisor

- A. Assumes responsibility for preparing students for their student teaching experiences through
 - (1) a planned orientation
 - (2) developing understandings of the objectives of student teaching, types of activities through which the objectives are attained, the expectations of student teaching and the total role of the teacher
 - (3) developing an awareness of dress and grooming, professional ethics, relationships with pupils and staff members and some knowledge of rules and regulations peculiar to student

teachers in specific schools

(4) acquaintance with the forms used in evaluating the student teacher.

- B. Visits the classroom of the cooperating teacher frequently enough to become acquainted with the student teachers and their teaching program.
- C. Provides the cooperating teacher with pertinent information about the student teacher.
- D. Shares responsibility of evaluation of the student teacher with the cooperating teacher and the student teacher.
- E. Helps the cooperating teacher understand her role in the student teaching program.
- F. Helps the cooperating teacher and the student teacher resolve any problems in relation to the student teaching program.
- G. Acquaints the cooperating teacher with what is expected from the student teacher--logs, case studies, evaluations, reports, etc.
- H. Provides sources of information as requested by the cooperating teacher or the student teacher.
- I. Places the student teacher with the cooperating teacher who is qualified to supervise student teachers.
- J. Consults and advises with the student teacher.
- K. Provides a regular student teaching seminar where student teachers under his supervision meet to exchange experiences and discuss problems.
- L. Observes the student teacher in action and follows the observations with a two-or-three-way conference.
- M. Helps the college understand and discharge its responsibilities to the student teaching program in the laboratory and cooperating schools.
- N. Employs tact, diplomacy and understanding to foster good human relations between the college and school, and cooperating teacher and the student teacher.

III. The Public School Administration

- A. Wants the student teaching program and sees in it an opportunity for service to education.

- B. Has an implied obligation to provide adequate facilities for the program--an up-to-date department in equipment and tools for teaching (multi-sensory aids, reading materials, access to library, adequate laboratory space, etc.).
 - C. Provides for the development and maintenance of an up-to-date curriculum on the level of the pupils involved, with teaching methods and materials which reflect the most recent educational developments.
 - D. Provides adequate funds for implementing the program so that the teacher does not dissipate her energies raising money.
 - E. Shows an interest in the student teacher, makes her feel welcome at professional meetings, treats her as a teacher, and, in general, establishes rapport with the student teacher.
 - F. Arranges the schedule so that the cooperating teacher has some time during the school day for conferences with the student teacher.
 - G. Interprets the student teaching program to the community, board of education, and the teaching staff.
 - H. Approves the selected corps of cooperating teachers who will participate in the program.
 - I. Participates in in-service meetings to bring about changes and improvements in the program.
 - J. Makes available for study and distribution a collection of printed materials which reflect current thinking on student teaching.
 - K. Encourages an exchange of ideas among all those concerned with student teaching so as to insure a program which can produce the caliber of teacher desired by any school system.
- IV. The Cooperating Teacher as a High School Home Economics Teacher
- A. Has at least a masters degree or is making significant progress toward earning this degree.
 - B. Is a growing teacher, as evidenced by attendance at and participation in professional meetings and workshops, by reading professional literature, and through initiating program innovations in keeping with the changing society.
 - C. Is a socially and emotionally mature person.
 - D. Has knowledge of the subject matter, skills, and appreciations

of the subject that she teaches.

- E. Understands the principles of teaching and learning, employs a variety of teaching techniques, demonstrates the principles of teaching and learning, and is able to analyze and evaluate the teaching process.
 - F. Sees the home economics program in relation to the total school program.
 - G. Carries out a complete program of Home Economics Education with competence.
 - H. Is articulate.
 - I. Uses correct grammar.
 - J. Is enthusiastic.
 - K. Inspires the confidence and respect of her pupils and of others with whom she works.
- V. The High School Home Economics Teacher as a Cooperating Teacher
- A. Wants to be a cooperating teacher and sees the opportunity of making significant contributions to teaching as well as the opportunity for experiences in broadening her own horizons.
 - B. Has a genuine professional interest and positive attitude toward teaching and toward working with student teachers.
 - C. Shows an interest in each student teacher and makes her feel welcome at the high school.
 - D. Respects the student teacher and treats her as a co-worker rather than as a subordinate.
 - E. Has good physical and mental health and is willing to give the necessary time and energy in working with the student teacher to insure a maximum learning opportunity.
 - F. Accepts the student teacher as a person of worth and sincerely tries to help her become as effective as she can be in the particular situation, and offers encouragement when it is needed.
 - G. Provides opportunities and time for conferences with the student teacher.
 - H. Never exploits the student teacher.

- I. Acquaints the student teacher with all facilities, equipment, rules and regulations of the school.

VI. The Student Teaching Experience

- A. Includes observation of experienced teachers.
- B. Provides opportunities for the student teacher to
 - (1) plan and teach a variety of kinds of lessons
 - (2) guide out-of-class learning experiences
 - (3) develop and use evaluative devices adapted to home economics
 - (4) use audio-visual materials and equipment
 - (5) participate in Future Homemaker of America activities
 - (6) participate in school-community activities
 - (7) study and prepare local reports on the home economics program
 - (8) use and improve the department files.

APPENDIX B

LETTER AND QUESTIONNAIRE TO
COOPERATING TEACHERS IN LOCAL HIGH SCHOOLS

Route #1, Box 160
Jacksonville, Alabama 36265
March 4, 1968

TO: Cooperating Teachers Working with Jacksonville State University
in the Preparation of Teachers of Vocational Home Economics

FROM: Mrs. Louise R. Clark, Chairman, Department of Home Economics,
Jacksonville State University

You are an important part of a research study which I have undertaken as a doctoral candidate in Secondary Education, with specialization in home economics, at the University of Alabama. The study is under the guidance of Dr. James D. Powell. My purpose is to examine the strengths, weaknesses and needs of the student teaching program in home economics at Jacksonville State University. Consideration will be given to what constitutes a good student teaching experience, and an effort will be made to prepare recommendations for the improvement of the program at this university.

The enclosed questionnaire has been developed to assist in the gathering of data essential to this study. It is highly desirable that I receive responses from all the cooperating teachers who are guiding student teachers in the area of home economics. Responding to the questionnaire will require only 20 to 30 minutes of your time, and it is so very important to me. So, won't you please complete it now, enclose it in the self-addressed, stamped envelope and mail it tomorrow? I will be sincerely appreciative of your cooperation.

All information given to me will be held strictly confidential and no identifying names will be used in this study.

Thank you, in advance, for your contribution to this research. And please feel that you have had a most important part in anything that I am able to do, through this study, to strengthen the student teaching program at Jacksonville State University.

Encls.

1. What degree or degrees do you hold?
2. How many years teaching experience have you had in home economics?
3. Has all of your teaching experience been in home economics?
4. If the answer to question 3 is no, in what other subject areas have you taught?
5. Did you willingly accept responsibility for working with student teachers?
6. When you first began working with student teachers were you oriented into the program?
7. If the answer to question 6 is yes,
 - (a) by whom were you oriented?
 - (b) what was the nature and the extent of the orientation?
8. Have you had leadership and guidance in the program after the beginning?
9. If the answer to question 8 is yes,
 - (a) by whom?
 - (b) to what extent?
10. What additional help was needed and would have been welcomed by you?
11. From whom do you think that such help should have come?
12. Do you have regularly scheduled conferences with your student teachers?
13. Do you try to help each student teacher see her strengths and weaknesses?
14. As a rule do you find that most student teachers accept your criticisms with a good attitude?

15. Do most student teachers seem to profit by your criticism or suggestions?
16. Do you approve all lesson plans before they are used?
17. Do you think that the course offerings at the university level are adequate to prepare students for student teaching?
18. If your answer to number 17 is no, in what areas are the greatest weaknesses evident?
19. Do you feel that your student teachers have an adequate knowledge and understanding of adolescents?
20. Do you feel that, as a rule, the student teachers with whom you work are well-groomed and appropriately dressed for student teaching?
21. Do you feel that university supervision is
 - (a) sufficient?
 - (b) helpful?
22. What suggestions would you like to make for improving the student teaching program from the standpoint of what might be done
 - (a) at the university

 - (b) at the high school

APPENDIX C

LETTER AND QUESTIONNAIRE TO
PRESENT AND FORMER HOME ECONOMICS STUDENT TEACHERS
OF JACKSONVILLE STATE UNIVERSITY

Route #1, Box 160
Jacksonville, Alabama 36265
March 4, 1968

TO: Home Economics Education Graduates of Jacksonville State
University

FROM: Mrs. Louise R. Clark, Chairman, Department of Home Economics,
Jacksonville State University

You are an important part of a research study which I have undertaken as a doctoral candidate in Secondary Education, with specialization in home economics, at the University of Alabama. The study is under the guidance of Dr. James D. Powell. My purpose is to examine the strengths, weaknesses and needs of the student teaching program in home economics at Jacksonville State University. Consideration will be given to what constitutes a good student teaching experience, and an effort will be made to prepare recommendations for the improvement of the program at this university.

The enclosed questionnaire has been developed to assist in the gathering of data essential to this study. It is highly desirable that I receive responses from all the home economics education graduates of Jacksonville State University from 1964-65 through 1967-68. Responding to the questionnaire will require only 20 to 30 minutes of your time, and it is so very important to me. So, won't you please complete it now, enclose it in the self-addressed, stamped envelope, and mail it tomorrow? I will be sincerely appreciative of your cooperation.

All information given to me will be held strictly confidential and no identifying names will be used in this study.

Thank you, in advance, for your contribution to this research.
And please feel that you have had a most important part in anything that
I am able to do, through this study, to strengthen the student teaching
program at this, your university.

Encls.

1. What were your feelings concerning student teaching before you actually did your student teaching?
2. Why do you think that you felt as you did?
3. Did you request that you be sent to the particular high school where you did your student teaching?
4. If your answer to question 3 is yes, please explain why you chose to do your student teaching there?
5. Were you ever a student in the high school where you did your student teaching?
6. If the answer to question 5 is yes,
 - (a) were you a home economics student there?
 - (b) was your cooperating teacher the same person as your high school home economics teacher?
 - (c) if the answer to (b) is yes, do you now feel that you would have profited more by being placed with a different cooperating teacher? If so, why?
7. What is your reaction to the reception you got from
 - (a) the cooperating teacher
 - (b) the high school administrators
 - (c) the high school pupils
8. Were you able to conclude fairly soon what the strengths and weaknesses were in the high school home economics program?
9. Describe your cooperating teacher:
 - (a) Did she dress appropriately?

- (b) Did she use good grammar?
 - (c) In what ways was she unique?
 - (d) What characteristics made her interesting--to you and to her pupils?
 - (e) Did professionalism rule in the decisions she made?
 - (f) Did she understand adolescents and believe in the worth of all human beings?
10. Did you experience a period of orientation?
11. If your answer to question 10 is yes, describe this orientation.
12. Did you feel
- (a) wanted?
 - (b) needed?
 - (c) inferior?
 - (d) overwhelmed with duties? (If your answer to this is yes, please explain.)
13. To what extent did you participate in the classes before you began teaching full periods? (Take roll, class reports, grading, bulletin boards, etc.)
14. To what extent did you participate in other activities, in school or out, in which the teacher participated or for which she had some responsibility (F. H. A., P. T.A., home visits, faculty meetings, reports, committees, etc.)?

15. What were you most uneasy or unsure about before you began your actual teaching?
16. When you had taught about half of the designated teaching time did you still have the same concerns?
17. If your answer to question 16 is no, what, at that point, seemed your greatest problem or problems?
18. Do you think that your cooperating teacher was aware of your problems?
19. Do you think that she was
 - (a) willing to help you resolve them?
 - (b) able to help you resolve them?
20. Did your cooperating teacher adequately provide
 - (a) constructive criticism?
 - (b) a certain amount of freedom, with guidance?
 - (c) control of the class for a definite time?
 - (d) flexibility in teaching methods?
 - (e) suggestions as to methods and techniques?
 - (f) regular conferences?
21. Were you ever humiliated before a class?
22. If the answer to question 21 is yes, please explain.
23. Do you feel that your teacher-educator (university level) was
 - (a) aware of your concerns and problems in student teaching?
 - (b) willing to help you resolve them?
 - (c) able to help you resolve them?
24. Do you feel that the course offerings at the university level were

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