

A STUDY OF SUPERVISED
STUDENT TEACHING IN HOME ECONOMICS
AT OREGON STATE COLLEGE

by

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A THESIS

submitted to the
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

July 1939

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ACKNOWLEDGMENTS

The writer wishes to express her appreciation to the Home Economics Student-Teachers of the winter and spring terms of 1938-1939 for their cooperation in checking the activity lists for the study and to Bessie Ballard for her assistance in compiling the data.

She wishes to express her gratitude to her adviser, Dr. Florence Blazier who has given generously of her time, and, by her encouragement and constructive suggestions, has made the preparation of this thesis possible.

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A STUDY OF SUPERVISED
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CHAPTER I

HISTORICAL BACKGROUND OF THE PROBLEM

I HOME ECONOMICS EDUCATION

The importance of satisfactory provision for home economics student-teaching has been recognized from the time that technical instruction in this work was introduced. However, it did not constitute a major objective of subject matter courses or influence them to an appreciable extent.

EARLY DEVELOPMENTS OF HOME ECONOMICS EDUCATION

The Lake Placid Conferences which were a series of informal annual meetings held over a period of ten years 1899-1909, included the training of teachers on the first program in September 1899. At this time committees were appointed on Courses of Study for Public Schools and the Training of Teachers and on Courses of Study in Home Economics in colleges and universities. The American Home Economics Association organized in December 1908, as the successor of the Lake Placid Conferences, continued the study of home economics education problems and has demonstrated its appreciation of the importance of the educational aspects of the subject through program offerings, publications in the official organ, The Journal of Home

Economics, and the organization of an educational section, as one of its major working divisions (5:p.15-16)¹.

"Up to 1910 the training of teachers consisted largely of one course known as the teachers' course." As the subject matter courses became better developed, the preparation for the teaching was usually divided into two separate courses, the methods of teaching domestic science and the methods of teaching domestic art. These were usually taught by the subject matter specialists who derived their idea of method from the way in which they had been taught, and from observing other workers in the field (3:p.9).

RELATION OF THE FEDERAL ACTS TO HOME ECONOMICS EDUCATION

The most rapid developments in the home economics teacher-training program have taken place since congress appropriated funds for the development of vocational education.

The Smith Hughes Act provided one million dollars for the preparation and in-service training of teachers.

The law provides that a minimum of 20 per cent of the funds must be reserved for each of the three phases of vocational-teacher training: agriculture, home economics, and trades and industries; but that no more than 60 per cent should be expended on the training of teachers for any one of these types of work (3:p.12).

¹ Numbers in parentheses refer to title in bibliography pp. 85

A Federal Board for Vocational Education was appointed and made responsible for determining the best policies and practices for administering the funds. As a state accepted the provisions of the Smith Hughes Act, a state board was designated to cooperate with the Federal Board, and to set forth a state program for vocational work. When the program was accepted by the Federal Board, it became virtually a working contract and the state's adherence to it determined whether or not it was to receive reimbursement (5:p.32).

The George-Deen Act of 1936 authorized congress to appropriate up to four million for vocational instruction in each of the three fields of vocational education. The act also authorized an appropriation of one million dollars for teacher training to be expended under the conditions and limitations prescribed for the preparation of teachers in the Smith-Hughes Act. In most states this was divided about equally among the three services (13).

Many states have taken advantage of the provisions of the George-Deen Act to replan their programs of home economics education in the light of twenty years' experience in working under federal grants.

General suggestions for teacher preparation in state plans have to do with the scope of home economics and of related and general subjects, the types of learning experience which includes contacts with various in-school and out-of-school groups. The programs in the teacher preparation institutions are based upon the need for

teachers who can offer broad programs in home and family life and who can tie the work up definitely with the home and community. With such enlarged opportunities for developing homemaking education significant progress should be made in the next five years (13).

PROVISION FOR TEACHER-TRAINING

In order to assure well qualified teachers, the Vocational Education acts have made special financial provision for teacher-training programs and each state board has designated one or more institutions for preparing home economics teachers.

Home economics teacher-trainers. As a result of the increased emphasis on home economics teacher training work most of the institutions found it advantageous to center the responsibility for teacher-training in one individual who could be in close contact with the state supervisor.

In the departments of home economics where the enrollment was small or the staff limited this person was employed as a part-time teacher-trainer, the remainder of her time being devoted to various other duties such as teaching subject matter courses or doing itinerant teacher-training. In the larger departments the teacher-trainer, usually known as head of the home economics education

department, taught the courses in home economics education and had general direction over the supervised teaching with assistants who directly supervised the work of the student teachers (3:p.39).

PROVISION FOR SUPERVISION

The importance of state supervision in a state program for vocational home economics caused the Federal agents to direct their first efforts toward the development of this service within the states. The duties of a supervisor are very closely related to teacher-training not only as the representative of the state board but as the trainer of teachers in service. The ruling of the Federal Board permitting the use of a limited amount of the teacher-training funds to be used for supervision proved to be a great stimulus to the employment of state supervisors (5:p.45).

REGIONAL CONFERENCES IN HOME ECONOMICS EDUCATION

The regional conferences are annual meetings of state supervisors, members of teacher-training staffs and itinerant teacher-trainers of the four regions designated by the Federal Board. In discussing the conferences, Fallgotter has pointed out that their prime purpose has always been that of professional improvement of those re-

sponsible for the development of the program of vocational education. The combined opportunity for securing group judgment upon the problems that occur in developing a program and for having follow-up assistance of regional agents in planning, carrying out, and evaluating specific studies or procedures has contributed to the development of home economics education (14).

HOME ECONOMICS EDUCATION STUDIES

It has been said that professional education has passed through an era which has been characterized by a standardizing movement. However, standards cannot be enforced until they are defined. "If they are to be galvanic rather than repressive, they must be based on renewed and searching study of the educational process they are designed to regulate" (8:p.xiv). Recognition of this fact has led to analytical consideration of professional education.

Of the many fields now subjected to scrutiny teacher-training is one of the most fruitful. Studies have been made of the activities performed by student teachers for the purpose of analyzing supervision problems.

The Commonwealth Teacher Training Study (9)¹ represents the most exhaustive application thus far of the

¹ Referred to hereafter in this study as the Commonwealth Study Activities

method of critical analysis. The check-list derived from this study consists of 1001 type activities performed by teachers, which were analyzed by various groups of educators with respect to importance, difficulty, and desirability of learning them in institutional training programs. Charters, the director of the study, reports that one faculty member used the tables for making a study comparing the activities of student-teachers in a city school with the activities of teachers regularly employed in city schools (9:p.39).

A growing interest in home economics education research is evident from the increased number of studies made recently. Speaking of research in this field Brown states, "The time has come when home economists must make critical and sound evaluations of curriculum content, teaching procedures and administrative organizations (6)."

Investigations concerning the preparation of home economics teachers have been made by committees under the auspices of the Federal Board for Vocational Education, and of the American Home Economics Association. Many studies have been done as master's and doctor's theses. The investigations have dealt with the responsibilities of home economics teachers and the difficulties they encounter; the methods of handling the introductory period of student teaching; the development of the home economics teacher-

trainer program in different states; the objectives of home economics; the qualifications of home economics teachers and of supervisors and teacher-trainers; the responsibilities of the teacher-trainers and State supervisors and factors affecting the success of home economics teachers (4:p.2).

Two doctors' dissertations have been referred to frequently in this present study. The first is a study by Branegan (5) which traced the developments of home economics teacher training under the Smith-Hughes Act. The second is a careful study of practices in home economics teacher-training institutions reimbursed from Federal funds for such training which was made by Blazier (3). Procedures in student teaching and the reactions of alumnae to the preparation they had received through home economics education courses were included in her study.

SUMMARY

Prior to the enactment of the Federal Vocational Education laws home economics subject matter was given precedence over training for teaching in secondary schools. As a result of the Federal Acts prestige has been added to the home economics departments through the development of the position of the home economics teacher-trainer and the recognition of teacher training as one of the major objec-

tives of the home economics department.

State supervision and the services of the Federal home economics staff, through regional conferences, have aided in the development of home economics education programs.

Interest in home economics education research has been made evident by the number of studies which have been made recently. Many contributions have been made by students doing graduate work.

II SUPERVISED STUDENT-TEACHING

Students of education recognize that the effective preparation of teachers has a significant relation to future educational development. Supervised student-teaching may be considered as that part of teacher preparation which provides opportunities for qualified individuals to develop the professional attitudes and teaching skills which will enable them to carry into practice the principles and procedures learned in the theoretical courses.

RECOGNITION OF THE NEED OF STUDENT-TEACHING

According to Brown, teacher preparation is the basic factor in building a profession of education and the key to all educational progress. The institutions for preparation of teachers are reconstructing curricula, setting up higher scholastic requirements, reshaping professional courses in the light of new materials recently made available as the outcome of research concerning the particular part of teacher preparation known as student teaching (7). Reynolds states that during the past decade and a half educators have realized more and more that practice teaching is the keystone of the teacher preparation program (30).

Mead is of the opinion that "initiating teachers into the teaching profession without supervised student-

teaching is a wasteful process" (21:p.156). Lawson considers student-teaching as "the function about which the teacher training organization is built" (19). Linden says that "practically every agency concerned with the certification of teachers in the United States today insists upon student-teaching as a part of required professional courses" (20).

The opinions of alumni indicate that they too are appreciative of their work in student-teaching. Studies by Peik show that alumni judgments point directly to the need for more practice teaching. "Colleges and universities which do not yet recognize with emphasis, special methods, observation and practice teaching for the preparation of high school teachers are depriving their training program of its most valued features" (28:p.152).

Aspinwall, in an attempt to secure direct evidence to substantiate his belief that the work in student-teaching is one of the most valuable and effective parts of a course in teacher training, sent out questionnaires to graduates of five years in regard to their reactions to their experience in student teaching. He says, "The answers which I received in reply to this inquiry have been emphatic in their appreciation of their experience and training in this department even to the extent of regarding it as invaluable" (1).

The replies of 250 graduates which were analyzed in Blazier's study show that the majority were appreciative of the helpfulness of the home economics education courses and the supervised student-teaching. The following is a typical comment, "The supervised teaching which we were required to do has been invaluable to me. It gives one a good deal of poise and self confidence, which are essential when facing one's own class for the first time. It enables one to meet difficult situations more successfully" (3:p.121).

The problem today is not whether student-teaching is valid but how it is to function more effectively.

OBSERVATION AS A PART OF TEACHER PREPARATION

Training in observation is an integral part of the teacher training process. It implies the "noting of essentials of characteristics, and of differentiating qualities that determine function and use." Through observation the student has an opportunity to form proper connections between theory and practice and to get an idea of proper classroom technic (17).

Observation may be a part of theory courses or a part of a graded series of activities culminating in student-teaching. Blazier's study of 72 institutions indicates that observation is an accepted practice in each institution. Her statement from the survey is quoted.

Observations were reported most frequently in connection with supervised teaching (26 times) and less often with both special methods and supervised teaching (18 times). Ten institutions required observations as a part of home economics education courses only, and eight required it in general education courses, in courses called observation, and in various combinations. Nine institutions specified that observation was required without stating the course in which it was a requirement (3:p.102).

Patterson is of the opinion that the wisest placing of observation in student teaching courses is that which alternates observation and actual teaching (27).

Mead states that "the most universally used and misused type of laboratory work in teacher preparation is that of observation of teaching." He believes that "in order to secure valuable results, observation must have clear objectives, clear and definite procedures, definite and continuous direction, guidance or supervision, be based on some kind of theory or philosophy, and be integrated with theory and subject matter" (21:p.160-214).

PROBLEMS OF GUIDING OBSERVATION

Observation may seem a simple mental operation but the experience of educators ranks it as a difficult one. Landsittel raised the question as to whether observation of teaching should be so ordered as to illustrate education principles or to furnish prospective teachers with patterns of professional good form and skill. He believes that

"if observers are not primed to play a more interested part than that of a mere onlooker, it is inevitable that the results they attain should be of slight consequence" (18).

Blackhurst believes that students should be instructed in the ethics of observation and that they should be made to appreciate the conditions under which observation and student-teaching are done (2: ^{pl11}~~Pref~~).

Hall reports an experiment which dealt with directed and undirected observation. The summary of her study follows:

The observations of directed students were more discriminative than those of undirected observers; they were less inclined to be impressionistic and general and more inclined to be analytical and objective. The number as well as the quality of observations increased during the period of directed observation. Whether instruction in observation should be limited and restricted to a small number of factors, or whether the best procedure is to introduce the student to all of the elements in a teaching situation is a problem for future study (17).

PARTICIPATION AS A PART OF STUDENT TEACHING

There is a growing tendency to include participation as an intermediate stage between observation and supervised student-teaching. Participation provides a means whereby the student is gradually inducted into the complexities of teaching, thereby affording the student a chance "to attain mastery of some phases before attempting

to care for all of the work of teaching" (21:p.240).

Dawson is of the opinion that the provision of a period of participation antecedent to responsible teaching would be an excellent means of giving an overview of the duties and responsibilities of teachers, of providing knowledge of the nature of children, and of preparing the prospective student-teachers for more assured and efficient performance (10).

Fifty-three of the 72 institutions studied by Blazier reported participation. Her summary of the survey follows:

Forty-three institutions included participation with supervised teaching, one included it in a course in observation, two required it in home economics education courses, seven did not specify the course in which participation occurred... The distribution of time spent in practice classes in the 72 institutions was as follows: observation, 22 per cent; participation, 17 per cent and actual teaching, 61 per cent... One of the teacher trainers assisting in this study explained her viewpoint on participation in this way: "Participation, as I think of it, might possibly be considered teaching in some schools. This includes getting supplies, giving instructions for some portion of lessons, checking up on housekeeping duties such as towel racks, sinks, stoves or other routine procedures, for which the teacher may be responsible. It may also include working with the girls on problems, by this I mean helping find subject matter for the daily assignments, home project visiting with the regular instructor and other duties of similar nature" (3:p.103-4).

In regard to the length of time necessary for participation the question of individual differences must be considered. Schorling says,

Some student teachers come with colorful personalities, with breadth of experience and with home and educational backgrounds that make it possible to admit them into a large share of actual teaching experience in a very short time. With other student teachers it takes a whole semester for gradual development before the competent critic teacher can afford to allow the student teacher any large share in participation. There should be no fixed uniform time for the ending of observation and the beginning of participation (31:p.155).

FACILITIES FOR HOME ECONOMICS STUDENT-TEACHING

The Federal Board for Vocational Education has assisted in every way possible to improve conditions for student-teaching. The best policies and practices concerning the plan for student-teaching received considerable attention at the early regional conferences. The general conclusions of the 1920-21 meetings, in regard to desirable conditions for supervised teaching, were summarized in the Federal Board Miscellany 335 as follows:

1. Teaching should be done in vocational classes.
2. Consecutive lessons of double period length should be taught.
3. Content should not be limited to sewing and cooking, but should include child care, home nursing and home management.
4. One hundred per cent supervision should be available.
5. Planning, teaching and criticism should be under the same teacher preferably the special methods instructor.
6. When critic teachers are used, they should be members of both college and high school staffs and should keep in close touch with the methods instructors.
7. Supervised observation should include some participation.

8. Student-teachers should supervise a minimum of one-pupil project.
9. Each student should teach a minimum of thirty-six lessons.
10. The teacher-training staff must have the public school point of view (5:p.127)

Teaching-training institutions have been working for eighteen years to measure up to these standards.

Research reveals that various plans are used for providing student-teaching facilities. The study of 72 institutions approved for home economics teacher-training, which was reported by Blazier, indicates that "5 used university schools only, 39 used public schools only and 23 had facilities for student-teaching in both university and public high schools. Three schools of agriculture and 3 private schools were used in various combinations with other types of schools" (3:p.89). Though advantages are recognized for each plan the use of a public school system has gained favor.

The Federal Board has recommended that there should be opportunities to make application of instruction in normal, everyday living situations or in a public vocations school.

In a 1930 publication the chief of the home economics education service of the Federal Board for Vocational Education stated:

Since the vocational program provides for a larger amount of time and special vocational subjects, with somewhat special programs, it is

apparent that student-teaching which will be most helpful for prospective vocational teachers will be conducted in vocational schools (4:p.21).

Progress has been made in providing this type of experience for student-teachers. In the 1930-31 survey for Blazier's study less than half of the institutions reported use of vocational classes while in 1935-36 approximately 75 per cent did so (4:p.23).

ACTIVITIES PROVIDED FOR STUDENT TEACHING

Teacher-training departments have a definite responsibility for giving as many pre-service training experiences as possible. The Federal Board for Vocational Education recommended that student-teachers should actually teach a minimum of 36 lessons during the supervised student-teaching period. In 1928 Branegan found that the median number of lessons required of student-teachers in the institutions reimbursed for the preparation of home economics teachers was 38.6 with a range of 10 to 144 lessons (5:p.129).

Blazier's survey in 1935-36 indicated that with the exception of the teachers' colleges, which had very high requirements, the number of lessons required by the institutions studied ranged from 15 to 90 with a mean of 39 lessons (4:p.25). The mean suggested that practice was superior to the requirement set up but consideration of the

range indicated that many of the institutions are not measuring up to the standard.

Regional conference suggestions for student-teacher activities. Desirable experiences for student-teachers received attention at the Seventeenth Regional Conference of the Pacific region. A summary of experiences considered desirable by this group follows:

1. Twelve weeks of training in two phases of home economics. Fifty-five lessons, ten for observation of minor subject, and forty-five for home economics were suggested as minimum. Contacts with different types of schools were recommended.
2. Contact with homes. Home visiting is an essential part of a trainee's experience and can be achieved even where extensive home project experience is not possible.
3. Every effort should be made to provide home project experience.
4. Contact with the administration of the school.
5. Contacts with as many school activities as possible.
6. Contacts with the business and the management of the home economics department, such as responsibility for publicity, experience with setting up exhibit, with marketing, budgeting or payment of bills.
7. Contacts with business people in the community such as responsibility for arranging a field trip to a local store.
8. Contacts with adult classes.
9. Contacts with high school girls out of class
(32:p.57)

Reports from later conferences indicate that the appropriations provided by the George-Deen Act have increased facilities for carrying out these suggestions.

Home project supervision. The home project has been accepted as a vital part of the vocational program in home

economics and the importance of supervision experience for the student-teacher has received recognition in many of the regional conferences. Some practices for providing such experience were reported in the Nineteenth Regional Conference for the Pacific region. In some situations student-teachers participate in the entire project program, in others they are given complete responsibility for the supervision of one or two home projects. In some instances all home visits are made with the supervising teachers. In others, student-teachers make their visits alone (22:p.31).

Experiences in schools away from the campus. There seems to be a general trend toward providing part of the student-teaching experience in schools away from the campus where for a short period prospective teachers may participate intensively in a school program that is typical of many communities in the state (13).

Teacher-training institutions have arranged to have student-teachers live in a particular community and thus gain experience not only in classroom teaching but also in studying community problems and conditions; in making contacts with homes, business houses, churches, parent-teacher associations and similar organizations; in participating in community and civic movements; in getting an understanding of school policies and standards and in assuming responsibility for the general management of a school home economics

department (34).

SUPERVISION OF STUDENT-TEACHING

The critic or supervising teacher has the responsibility for directly supervising the student-teacher and some states require higher qualifications for this position than for that of state supervisor.

Mead considers supervision of student-teaching as one kind of teaching. "It should be a cooperative enterprise which implies a willingness to actually work together. The nature of it should be such that each party gradually assumes certain attitudes of loyalty, respect, confidence, and cooperation which are mutually respected." He also suggests that the outcomes of supervision should be to help the students "to discover their own potentialities and to develop the ability to evaluate their own work" (21:p.248).

Branegan is of the opinion that it is desirable for student-teachers to feel the responsibility which comes from carrying the situation alone for a part of the time. However, there are emergencies when, out of consideration for the class or the student-teacher, the supervisor should be present all of the time. If a student-teacher is to profit from her experience to the fullest extent, she should receive constructive criticism on each day's lesson (5:p.132).

The plan for providing conferences with student-teachers depends upon the available time. As the supervising teacher functions best in her work with student-teachers through individual conferences it is desirable that situations provide for some conference time. Long conferences need not be held but provision should be made for the supervising teacher to direct any significant major activity on the part of the student-teacher. "The Land-grant College Survey states that the number of individual conferences held per week with each student-teacher ranged from one to five, the typical practice being one" (4:p.31).

APPRENTICE TEACHING

Several states have found that some form of apprentice teaching provided their students with a valuable type of experience. The plan developed by the Framingham State Teachers College of Massachusetts illustrates one state's method of solving the problem. The best students from the standpoint of scholarship, personality and promise were chosen for the work. They were expected to take full responsibility for two classes and to assist with others. They were also expected to carry responsibility for some of the home project work, to become familiar with the necessary school office routine and to conform to the same rules as the regularly appointed teachers. After two years' ex-

perience the directors of the work at the cooperating schools expressed a desire for a continuance of the plan, and the apprentices reported that they had gained a tremendous amount of experience (12:p.12).

Apprentice teaching following a tryout in supervised teaching was recommended for the consideration of teacher training institutions by the committee on teacher education at the Nineteenth Regional Conference for the Pacific region (22:p.32).

SUMMARY

Educators have recognized that supervised student teaching is one of the most important phases of teacher preparation and that observation and participation are integral parts of the teacher training process.

The Federal Board for Vocational Education recommended that home economics student teaching should be carried out in vocational high schools in order that they would have opportunity for the varied experience provided in the vocational education program.

Although it is desirable for student teachers to carry responsibility for the class part of the teaching period their activities should be supervised as nearly 100 per cent of the time as possible.

Apprentice teaching, in communities away from the

the campus, was recommended. This would provide additional classroom experience and an opportunity to study the community.

III PURPOSE OF THE STUDY

The purpose of this investigation was to make a case study of the organization and development of a home economics education department with particular attention given to the activities which were performed by student-teachers.

The study was made possible through the cooperation of the Oregon State College Home Economics Education Department. The information was obtained through interviews with the Head of the Department and through reports made by student-teachers concerning their teaching activities during the 1938-39 winter and spring terms.

A discussion of the procedures and findings of the study constitutes Chapters II, III and IV.

CHAPTER II

HOME ECONOMICS EDUCATION AT OREGON STATE COLLEGE

Home economics education was first introduced into certain land-grant colleges and Oregon State College is recognized as one of the six pioneer institutions (5:p.8). In 1889 Margaret Snell was prevailed upon to inaugurate courses in Household Economy and Hygiene, the first of the kind in the west. "For eighteen years, under 5 presidents, she developed this type of work which in the course of this period became one of the distinctive fields of land-grant colleges (15:p.16).

Systematic teacher training was started at Oregon State College in 1909 with the establishment of a department of industrial pedagogy. This was in response to a demand by the public schools for qualified teachers of agriculture, commercial subjects, home economics and manual training (24:p.319). In 1911 a degree course in home economics was introduced which included some experimental courses in normal methods.

The 1912-1913 Catalog of the Oregon State College describes the following courses under the School of Home Economics:

601. Theory and Practice of Teaching Domestic Science - This course treats of the purpose of Domestic Science in education, and deals with methods of teaching it in the schools

of all grades, its relation to other subjects in the curriculum, planning of courses and presentation of lessons, with the management and care of department, with plans for furnishing and equipping laboratories at various costs. The laboratory work consists of practice teaching of school classes, assisting and observing (23:p.176).

801. Theory and Practice of Teaching Domestic Art. This course considers the relation of Domestic Art to education; the method of teaching it in elementary schools, its relation to the curriculum; the planning of lessons and courses of study and certain problems of equipment and cost (23:p.181).

In the Department of Industrial Pedagogy a course was listed as "Special Methods in Household Economics" and was described as a careful detailed study of the public school course in Domestic Science and Art, with lesson plans on typical subjects, observations of model lessons and practice teaching (23:p.269).

Ava Milam and Helen Brooks, the subject matter specialists in foods and clothing, taught the methods courses, which was the usual plan of procedure in the early developments of teacher preparation work. Professor Ressler of the Department of Industrial Pedagogy taught the course in Special Methods in Household Economy.

ORGANIZATION OF THE HOME ECONOMICS EDUCATION DEPARTMENT

Following the enactment of the Federal Smith-Hughes Act in 1917, the State Board for Vocational Education

appointed by the Governor to administer the Smith-Hughes funds in Oregon, designated the college as the institution to train teachers of vocational subjects as provided in the Federal Act (25:p.383). The reorganization of the department of industrial education in 1918, consisted of the organization of the School of Vocational Education comprising six departments: agriculture, commerce, home economics, industrial art, education and psychology. Edwin Ressler was appointed dean of the school and Bertha Davis was appointed head of the home economics education department.

In writing of her experience, Miss Davis says, "It was my privilege with Dean Milam and Dean Ressler to pioneer in the organization of the first Department of Home Economics Education at Oregon State."¹ During the school year of 1916-1917 arrangements were made for an experiment in student teaching to be carried out in the Corvallis High School. Sara W. Prentiss was chosen as the student to assist with the plan.² Reference to her registration card in the alumni files shows that during the 1916-17 school year she completed courses in special methods in Industrial Education, special methods in Domestic Science

¹ Personal letter from Bertha Davis, May 16, 1939

² Personal interview with Sara W. Prentiss, May 18, 1939.

and a special course in Practice Teaching. In commenting on this experience, Mrs. Prentiss says she remembers little about the arrangements or the method of supervision but does remember that she was frequently reminded of the importance of successfully carrying out the plan and that future arrangements to use the Corvallis High School as a cooperating school depended upon her work.

Miss Davis was in charge of home economics education from 1916 to 1918, and from 1918 to 1922 was both State Supervisor and Vocational Education Supervisor. Hatty Dahlberg was Head of the Home Economics Education Department from 1918 to 1923.³ They report the following arrangements for that period:

The department was a joint department within the School of Education and the School of Home Economics. The students taking the teachers' course were required to have a high scholastic record. The student-teaching was carried out in the Corvallis High School. A few students did apprentice teaching in the schools throughout the state. Official follow-up work included work with graduates doing first year teaching and others who were in that locality.

Lura Keiser was appointed critic teacher in home economics at the time student-teaching was introduced in the high school.⁴ Miss Keiser says that the student-

³ Personal letter from Hatty Dahlberg, May 8, 1939

⁴ Personal interview with Lura Keiser, May 16, 1939

teachers were inducted into their responsibilities gradually through observation and participation periods, and that they had experience in teaching both foods and clothing classes.

Florence E. Blazier was appointed Head of the Department of Home Economics Education in 1924 and is the present incumbent of the position.

HOME ECONOMICS EDUCATION 1938-39

The Home Economics Education Department provides professional training for prospective teachers of home economics. It is a joint department within the School of Home Economics and the School of Education. The Head of the department works in close cooperation with staffs of both Schools and with the State Board for Vocational Education. She teaches the home economics education courses and has general direction over the supervised student teaching. Three supervising teachers who are members of the high school and college faculties are members of her staff and have full responsibility for the supervision of student teaching in Corvallis.

The junior and senior high schools of Corvallis are used for cooperating schools. Their home economics departments are organized on the vocational plan prescribed in the state plan for vocational education. The teachers must meet the approval of the principals of the schools, the

city superintendent, the state board for vocational education, the dean of the school of home economics, the dean of the school of education and the head of the department of home economics education.

During 1938-1939 three near-by high schools also provided student-teaching facilities and five schools throughout the state cooperated by providing opportunities for apprentice teaching for students who had done well in student-teaching.

Two plans have been followed in assigning student-teachers, in the first plan the student teaches one period each day for one term. In the second plan the student-teachers register for teaching and home management house during the same term in order to divide the time between two concentrated assignments. The student teaches two periods a day for half of the term. Two phases of home economics are recommended for both plans whenever it is possible to arrange a schedule to do so. Another plan has been worked out for 1939-1940 whereby the students will do their home management house and nursery school courses during one-half of the term in order that they may spend the other half of the term doing student-teaching in communities away from the campus.

Throughout the first three years of college work home economics students are given some guidance pertaining

to the vocation of teaching. The Principles of Teaching Class serves as a tryout course and gives the head of the department who teaches the course for home economics students evidence for more specific guidance.

Three prerequisite education courses for student-teaching are Educational Psychology, Principles of Teaching and Curriculum in Home Economics. Additional courses offered are Organization and Administration of Homemaking Education, Supervision of Home Projects, and Adult Education in Home Economics.

SUMMARY

Teacher preparation activities were started at Oregon State College in 1909 but the Department of Home Economics Education was not created until the School for Vocational Education was organized in 1918. It is a joint department in the School of Home Economics and the School of Education. The Head of the Department teaches the courses in Home Economics Education and has general direction of the supervised student-teaching.

The student-teaching is done in vocational high schools under the supervision of well qualified teachers.

CHAPTER III

OBSERVATION A PREPARATION FOR STUDENT-TEACHING

Educators are of the opinion that observation is an essential activity in teacher preparation and that it is definitely related to student-teaching. However, there is little agreement as to how to provide the best type of observations or what factors to emphasize in guiding them.

In order to gain some insight into the use of guides in directing observations this study was undertaken. During the 1938-1939 school year observation assignments were given in two prerequisite courses for home economics student-teaching at Oregon State College. This provided an opportunity to study some possible methods of conducting this phase of teacher preparation.

STUDY OF DIRECTED OBSERVATION

During the winter and spring terms the students in the Principles of Teaching classes were asked to make four observations of home economics class work conducted in the cooperating schools.

Four guides were prepared in order to direct the observations (See appendix). They were adapted from the check-list form used by Wrinkle and Armentrout (36:p.47). As the practices of classroom management are most readily

observable by untrained observers Guide I outlined elements of this part of the teacher's work.

The second and third assignments were organized on a check-list plan similar to that used for Guide I. The elements outlined were based on the procedures which it is possible to observe in a laboratory and in a discussion class. A sample time schedule of class work was provided with the suggestion that a similar one be made for the classes observed. It was thought that this would require a brief description of procedures and overcome some of the inflexibility of the check-list.

Guide IV was designed for a study of high school students; it consisted of 21 questions and required written answers. Justification for special emphasis on this assignment was based on the opinion of educators that "the point of departure in teaching is the student" (11).

The guides were prepared in mimeographed form with instructions for checking. In order to clarify the assignment of Guide IV the class visited the high school office and the principal explained the files, which contained a personal record of each student. This file was made accessible to the observers and it was suggested that they make a case study of one or more students. The object of this was to assist them to become acquainted with methods of obtaining information about pupils.

The students were asked to become thoroughly familiar with the guides before going into a classroom so it would be unnecessary to handle them or do any writing while observing. They were also given a list of suggestions which observers are expected to follow when visiting classes in the cooperating schools.

The observations were made in junior and senior high schools with supervising teachers and student-teachers in charge of classes which were working on various phases of homemaking. Therefore the only common factor of the project was the guides.

REPORT OF THE FINDINGS

There were six possible reactions to consider in checking Guides I and II, namely: 1 - yes; 2 - no; 3 - no evidence upon which to base an answer; 4 - the activity was not performed with satisfactory economy of time; 5 - the activity was not performed with satisfactory economy of effort and 6 - increased pupil-teacher cooperation should be encouraged.

Examination of the summary of the check-lists¹ indicates that a negligible number checked reactions 4, 5 and 6. One may only conjecture about the few returns on these reactions. It is probable that the student did not

¹ Filed in the Home Economics Education Office.

find herself capable of remembering so many details concerning each item and omitted those requiring judgment.

The majority of the 67 students checked either yes or no reactions on Guide I which signified that the suggested elements were observable. Those who reported no evidence upon which to base an answer had given the item consideration but the situation had not presented evidence on that particular day. For example 17 reported no evident use of electric lights; 21 saw no evidence of the discouragement of gum chewing; 29 did not find out how the seating was adjusted to the students' needs, and 37 did not see evidence of discouragement of hand waving.

Study of the reports from the observation on laboratory methods indicated that there was little evidence on which to base a report for certain items. Only 12 of the 67 students reported that demonstration equipment was displayed so that all could see it. Perhaps the other observers visited classes where demonstration procedures were not necessary for that particular lesson. Other items upon which few students found sufficient evidence for checking were concerned with arrangement and distribution of materials and judging the products prepared by the members of the class.

The students found evidence for checking all of the items on the guide for discussion methods except two.

Forty-two students did not collect information regarding supervised study. This may have been due to the fact that other pupil activities were engaged in on the days that the visits were made. Twenty-nine did not observe that the teachers made provision for individual differences. This would be rather difficult to observe in one visit unless some very obvious provision was made. Many of the students indicated interest in their observations by writing short comments which would explain their checking.

Guide IV, a study of students, required more time and effort on the part of the observers but a surprising number of good reports were handed in. Comments which suggested definite information were used for computing the percentage of response which is shown in Table I, page 40. Forty of the observers reported on more than 15 of the questions listed and 5 observers commented on fewer than 5 of the questions.

All of the reports contained comments on the appearance of students. Courtesy; extremes in size and age; discipline problems; student's interests; student's indifference, and evidence of nervousness of the students were reported by over 80 per cent of the observers. Extremes in mental age, abnormalities of physical development, emotional strain and eyestrain were mentioned by less than 65 per cent of the observers. Instances of auditory

trouble were mentioned least frequently (37.7 per cent).

Special studies from the high school files were made by 42 students. This investigation enabled them to verify some of their observation data. The students seemed much more interested in the Guide IV assignment than in any of the other assignments.

In evaluating the use of check-lists these questions may be raised. How many items should the observers be expected to note during one visit? Should they concentrate on a few class technics and follow them carefully or try to get a general picture? This study was not carried over a period of sufficient length to justify answers.

STUDY OF UNDIRECTED OBSERVATION

The winter and spring term classes in curriculum of Home Economics were also asked to make four observations in the cooperating schools. The winter term class, which will be referred to as Group A, had not had previous observation experience. Fifteen of the members of the spring term class had taken the Principles of Teaching course during the winter term and had participated in the directed observation assignments described in the preceding section. The spring term class will be referred to as Group B. The students were asked to write reports of their observations without suggestions regarding the organization

of the data.

At the end of each term the four reports were returned to the students with sets of the guides used for directed observation. They were asked to read their reports carefully and check the item on the guide each time that they found mention of it.

The reports of the 13 members of Group A who had handed in four reports and of the 13 members of Group B who had experience with directed observation and had also handed in four reports were given consideration.

REPORT OF THE FINDINGS

In attempting to discover whether students who had checked Guides I, II, III and IV remembered these items and included them in their undirected observations three months later Tables 1, 2 and 3 (appendix) were devised. A study of these data reveal that there was no appreciable carry over from one term to the next. In certain instances more students in the spring term (Group B) reported on certain items than did students in the winter term (Group A). The reverse of this was equally true.

Table I shows the percentage of times the items on Guide IV were noted by the members of the Principles of Teaching class and by Group A and Group B.

TABLE I

Differences in Percentage of Times Directed and Undirected
Observers Noted the Items Suggested in Guide IV

Observation of Students	Principles	Curriculum	
	of	in Home Economics	
	Teaching	Group A	Group B
	%	%	%
1. What habits of good personal care were observed?	100	9.6	15.4
2. How do the students compare as to suitability of clothing?	100	11.5	19.2
3. What were the extremes in chronological age of the students?	85.2	1.9	9.6
4. What extremes in mental age were observed?	59.8	-	3.8
5. What extremes in size were observed?	93.4	3.8	1.9
6. What indications of poor health were observed?	80.3	-	3.8
7. What abnormalities of physical development were observed?	64.0	-	1.9
8. What evidences of nervousness were observed?	82.3	-	1.9
9. What evidences of emotional strain were observed?	45.9	-	13.4
10. What instances of eyestrain were observed?	64.0	-	1.9
11. What instances of auditory trouble were observed?	37.7	1.9	-
12. What could be learned about students' interests?	83.6	5.8	19.2
13. What could be learned about students' home background?	73.7	-	1.9
14. How do the students compare regarding social maturity?	72.1	1.9	15.4
15. How do the students compare in ability to achieve success in class activity?	73.7	3.8	23.0
16. What instances of indifference to class work were observed?	81.9	9.6	15.4
17. What instances of ability in leadership were observed?	65.5	1.9	9.6
18. Were the students courteous to the teacher?	91.8	11.5	13.4
19. Did any students appear to be discipline problems?	83.6	7.8	27.0
20. Were the students friendly and courteous toward each other?	93.4	5.8	9.6
21. Did all of the students respond during the class?	78.7	5.8	25.0

The Principles of Teaching class checked a high percentage of all the items. This was probably due to the interest aroused by the principal of the high school in studying high school pupils. There is a significantly larger gain in the number of specified items checked in the spring term than in the winter term. This is probably due in part to the interest in looking up cases in the filing system. Again it seems probable that the added effort of finding data caused students to remember points mentioned.

In both interest recorded and in retention of items Guide IV, observations concerning students, seemed to be the best type of observation.

The reports of the two groups were also examined to determine what the observers had noted which could not be checked on the guides. Comments were made most frequently on evaluations of the class; the subject matter which was presented, the teachers' efficiency and the effect of extra curricular activities on class work.

SUMMARY

More factors were noted in the reports of the directed observers than in those of the undirected ones, and there was a tendency to watch for student rather than teacher reactions. The reports of the undirected observers consisted of detailed records of procedures; outlines of sub-

ject matter presented; descriptions of laboratory products, comments on class conduct and an account of what the teacher and students said.

The influence of directed observations using Guides I, II and III did not have a decided effect on the undirected observations made three months later. Observations using Guide IV were filled out carefully and had a decided carry over value observable on the undirected observations made three months later.

This study has been too limited to be of great value. It seems, however, that there is a place for both types of observation and further research is needed to determine satisfactory practices of conducting them.

CHAPTER IV

A STUDY OF STUDENT-TEACHERS' ACTIVITIES
AND USE OF TIMEI STUDENT-TEACHING ACTIVITIES

The major purpose of this investigation was to obtain an objective picture of the functioning of the plan used for student-teaching at Oregon State College. This was made possible through the cooperation of the Head of the Home Economics Education department and the student-teachers of the winter and spring terms in 1938-1939.

PROCEDURE

As the Commonwealth tables of teaching activities had been recommended for checking the adequacy of a course in practice teaching, they were given careful consideration as a tool for collecting data. The 1001 activities were performed by teachers of all departments, age levels and situations. Therefore, for this study items were chosen which seemed to most nearly represent the activities of home economics teachers. Sixty-five items were selected for the adapted list, and the phrasing of some of the items was changed to make them more pertinent to home economics situations. The mimeographed forms provided for 15 daily records and a space was left at the end of the

list for the addition of other activities.

Table 4 (appendix) shows the adapted check-list of activities with the corresponding Commonwealth Study Activity numbers, and the decile ranking as rated for desirability of pre-service training by various educators.

It was deemed unnecessary to test the check-list as the Commonwealth Study tables had been thoroughly tested. The list proved to be fairly inclusive as only three activities were added by student-teachers which could not have been checked under the item participating in extra curricular activities. These were taking students on field trips, arranging for special speakers and taking charge of make-up classes.

The student-teachers of the winter and spring terms cooperated with the study. On the first day of the term they were asked to keep a diary record of everything they did for the student-teaching course for one week. At the end of that week the purpose of the activity check-list was explained to them. In order to encourage careful checking they were assured that the lists would not be used in any way as a personal rating and that their records would not be identified in the study. They were asked to mark the first week's activities on the check-list from the diary record and if any omissions had been made in the diary to make the check-list report as accu-

ate as possible. Discussion of the activities was encouraged as it was desirable for all of the cooperators to interpret them as nearly the same as possible.

At the end of the three weeks' period the first check-lists were collected and small conference groups were held to clarify any questions that were puzzling the student-teachers, and to account for any discrepancies in the checking. One three weeks form was given at a time to avoid reference to previous activity lists. During the conferences the student-teachers compared check-lists and lesson plans in order to explain their checking, and indicated that they marked the lists daily. The supervising teachers reported that they had observed frequent use of the check-list.

LIMITATIONS OF THE CHECK-LIST

In order to evaluate the record of student-teachers' activities, recognition should be given to many influencing factors. The phase of home economics subject matter taught by the student-teacher would limit the checking of certain activities. Thirteen of the twenty students taught two different phases of homemaking and the time spent on them varied from three to six weeks. Seven students taught the same phase for nine weeks.

Physical facilities such as the heating system,

lighting system and laboratory equipment would be responsible for considerable variation as the students taught in four separate buildings.

Five supervising teachers were responsible for guiding the student-teachers. Their methods of directing activities and their personal interests naturally would make the students aware of certain things.

The keenness of observation of the student-teachers should be considered as an important influencing factor; some students are much more aware of performing an activity than others. Different backgrounds and experiences have an effect upon the viewpoint concerning situations. Some students may be more interested in making a good showing than in making an accurate picture.

The check-list itself was probably a limiting factor. A number of the activities were described in a manner that would puzzle a conservative student and perhaps prevent her from checking. Some students may have been uncertain as to how extensively the activity had to be carried on in order to record it. The activity, obtaining personal information about pupils, would be considered an almost automatic activity by the experienced teacher but the novice may have considered that a case study had to be made.

ACTIVITIES OF THE FIRST TWO WEEKS

The first days of student-teaching are usually considered as an induction period. Within this time the student-teachers are made acquainted with the specific duties they will be expected to perform. Tabulations were made to determine what activities the students, cooperating in this study, performed during the first two weeks of their supervised student-teaching. Only two weeks were included because the students reported that they considered the first week a period of observation and participation, and that they assumed teaching responsibilities before the end of the second week. One student in discussing her first two weeks said that her responsibilities were given to her so gradually that she had been eased into full responsibility before she realized it.

A day-by-day record of activities is found in Table II which shows the number of times each activity was checked each day and the total number of times it was checked each week.

TABLE II

Activities Checked Daily by Twenty Student-teachers
for the First Few Days of Their Teaching

ACTIVITIES	Total number of times reported					First						Second
	Day					Week	Day					Week
	1	2	3	4	5	Totals	6	7	8	9	10	Totals
1. Selecting objectives	*	2	4	4	9	19	17	12	12	13	15	69
2. Planning methods of developing interest	-	1	4	3	7	15	13	10	11	15	13	62
3. Planning student activities	-	1	3	5	6	15	9	13	6	7	9	44
4. Planning methods of evaluating pupils' achievement	-	-	2	2	2	6	4	5	4	6	5	24
5. Conducting a supervised study period	-	1	-	2		3	1	2	1	3	2	9
6. Leading a discussion	-	-	2	3	8	13	9	6	7	8	7	37
7. Conducting a laboratory class	-	-	1	4	4	9	6	11	8	11	9	45
8. Selecting and using effective illustrative material	-	-	3	3	3	9	8	5	5	2	4	24
9. Demonstrating skills and learning procedures	-	1	2	6	5	14	6	5	6	6	4	27
10. Formulating conclusions	2	2	2	3	5	14	5	7	9	8	9	38
11. Conducting reviews	-	-	-	2	-	2	4	-	1	2	3	10
12. Assigning work	-	-	3	4	4	11	4	6	5	6	4	25
13. Checking pupils' understanding of work to be done	-	1	2	1	5	9	5	6	5	6	8	30
14. Following up assignments	-	-	-	-	2	2	3	5	1	1	4	14
15. Distributing opportunity for activities among individual pupils	-	-	1	1	5	7	3	5	4	3	5	20

* Table II may be read as follows: On the first day of student-teaching no girls checked that they had selected objectives. On the second day two girls reported this activity.

TABLE II -(CONTINUED)

ACTIVITIES	Total number of times reported					First Week Totals	Day					Second Week Totals
	1	2	3	4	5		6	7	8	9	10	
16. Inspecting pupils' work	6	6	10	10	10	42	10	11	11	12	11	55
17. Making examination questions	-	-	2	2	3	7	1	-	2	3	2	8
18. Conducting an examination	-	-	-	1	4	5	2	1	1	2	2	8
19. Grading examination	3	-	-	-	1	4	2	-	1	3	2	8
20. Returning graded papers to class and conducting the consequent discussion	-	-	-	-	-	-	-	-	3	1	1	5
21. Making a grade range	-	1	-	-	-	1	-	1	-	2	3	6
22. Recording results of examination	-	1	-	1	-	2	1	2	1	1	3	8
23. Teaching pupils to plan methods of work	-	-	-	-	2	2	2	1	2	2	4	11
24. Assisting in the planning of the home project	-	-	-	1	-	1	-	1	1	1	-	3
25. Checking progress of the home project	-	1	1	1	1	4	-	3	1	1	1	6
26. Learning names of pupils	14	17	17	16	15	79	6	4	4	4	3	21
27. Making a seating chart	5	5	5	5	1	21	2	-	-	-	-	2
28. Keeping attendance records	5	13	15	15	17	65	17	17	17	17	16	84
29. Developing pupils' interests and attention in acting courteously toward others	1	2	2	3	2	10	5	3	3	4	7	22
30. Developing pupils' interest and attention in making up work out of school hours	-	-	1	-	2	3	2	2	2	4	5	15
31. Making a response chart	-	-	1	1	-	2	-	1	-	-	1	2
32. Making announcements	-	1	2	3	10	16	5	7	5	2	3	22
33. Using pupil assistants	-	-	2	2	4	8	2	4	5	5	7	23
34. Investigating individual difficulties of students	-	1	5	5	8	19	5	5	5	7	8	30
35. Penalizing classroom misdemeanors	1	1	1	1	1	5	2	1	-	2	1	6

TABLE II - (CONTINUED)

ACTIVITIES	Total number of times reported					First	Second					
	Day					Week	Day					Week
	1	2	3	4	5	Totals	6	7	8	9	10	Totals
36. Obtaining personal information about pupils	3	6	7	8	5	29	5	8	7	3	4	27
37. Assisting individual pupils	5	4	8	11	12	40	12	11	9	12	13	57
38. Participating in extra-curricular activities	-	1	2	2	1	6	-	-	1	1	1	3
39. Participating in social activities with pupils	-	-	-	-	1	1	-	1	-	-	-	1
40. Attending Home Economics club meeting	-	-	-	-	-	-	-	-	-	-	1	1
41. Securing contact with dean of girls	3	1	1	1	2	8	2	1	-	-	1	4
42. Securing contact with custodian	3	-	-	1	-	4	-	-	-	-	-	-
43. Securing contact with librarian	2	-	-	1	2	5	-	-	-	-	-	-
44. Securing contact with school nurse	-	-	-	-	-	-	-	-	-	-	-	-
45. Securing contact with principal	8	6	1	1	3	19	-	-	-	-	2	2
46. Securing contact with superintendent	-	-	-	1	-	1	-	-	1	1	-	2
47. Attending P.T.A. meeting	-	-	-	-	-	-	-	-	-	-	-	-
48. Participating in home visits	-	1	1	1	1	4	1	2	2	1	-	6
49. Studying one's own strength and weakness	4	8	8	8	12	40	10	14	10	9	13	56
50. Seeking advice and information	6	9	15	11	17	58	15	15	14	13	17	74
51. Accepting criticism in good spirit	-	1	3	3	4	11	5	6	7	6	6	30
52. Acting on suggestions regarding teaching technique	-	3	4	6	9	22	5	5	5	5	8	28
53. Studying the community	1	3	3	1	3	11	1	4	1	1	1	8
54. Regulating room temperature	1	2	3	4	7	17	4	7	5	5	6	27
55. Securing proper ventilation	1	1	4	5	9	20	3	4	3	3	3	16

TABLE II - (CONTINUED)

ACTIVITIES	Total number of times reported					First Week Totals	Day					Second Week Totals
	1	2	3	4	5		6	7	8	9	10	
56. Securing proper lighting	1	2	3	6	5	17	4	6	4	5	5	24
57. Taking precautions against fire	-	1	2	1	-	4	1	-	-	1	1	3
58. Keeping room clean and tidy	2	4	13	14	12	45	12	14	14	8	12	60
59. Caring for blackboard	-	2	5	6	9	22	13	10	10	7	13	53
60. Caring for bulletin board	-	-	1	-	2	3	4	3	3	4	5	19
61. Making market orders	-	-	1	1	1	3	4	1	3	1	3	12
62. Following up order of supplies	-	-	1	3	2	6	-	3	3	1	1	8
63. Arranging supplies for use	-	-	2	1	3	6	1	3	1	2	4	11
64. Storing supplies	1	1	1	1	3	7	2	1	2	1	-	6
65. Managing funds for supplies or equipment	-	-	-	1	-	1	-	-	-	-	-	-

Examination of this table indicates that there were only three activities which were not checked during the first week and one activity was checked as many as 79 times. The ten activities which were checked over 22 times are listed in order of frequency as follows:

- Learning names of students
- Keeping attendance records
- Seeking advice and information
- Keeping room clean and tidy
- Inspecting pupils' work
- Studying one's own strength and weakness
- Assisting individual pupils
- Obtaining personal information about pupils
- Acting on suggestions regarding teaching technique
- Caring for blackboard

All of the items except the last two were also reported as first day activities by some students. The items learning the names of students and obtaining personal information about students were definitely first week activities as the checking decreased during the second week. Keeping the room tidy; caring for the blackboard, and keeping attendance records may be ranked as routine activities as they were also listed with the activities checked most frequently throughout the nine weeks. The other activities are daily teaching procedures which student-teachers should be encouraged to do as early as possible.

During the first week the total activities checked by each of the student-teachers ranged from 9 to 78 with a mean average of 35.8. The range for the second week was ✓

25 to 120 with an average of 67.6. The student who checked the highest number of activities for the second week was the oldest and most experienced person in the group.

The checking of certain activities increased rapidly during the second week. For example, selecting objectives was checked 19 times the first week and 69 times the second week. There were ten other activities which were checked at least twice as many times the second week as they were the first, and which were checked not fewer than 24 times. They are listed in order of frequency as follows:

- Planning methods of developing interest
- Conducting a laboratory class
- Planning student activities
- Formulating conclusions
- Leading a discussion
- Checking pupils' understanding of work
to be done
- Accepting criticism in good spirit
- Assigning work
- Selecting and using effective illustrative
material
- Planning methods of evaluating pupils'
achievement

The increased checking of these activities justifies the conclusion that the student-teachers assumed responsibility for teaching the class by the end of the second week.

TOTAL ACTIVITIES OF NINE WEEKS

A summary table was prepared which would provide a picture of the number of times each one of the twenty stu-

dent-teachers checked each activity during nine weeks of supervised teaching. The number of days in which the student-teachers were present varied from 42 to 45. Table III shows the total number of times each activity was checked by twenty student-teachers during nine weeks.

TABLE III

Total Number of Times Activities Were Checked by Twenty
Student-teachers During a Nine Weeks Period.

Activities	Total number of times activities were checked by student-teachers																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1. Selecting objectives	39	37	38	14	25	28	34	24	37	1	25	7	27	44	39	11	24	19	40	22
2. Planning methods of developing interest	32	35	22	12	8	30	17	30	37	10	40	6	22	44	39	5	24	17	27	12
3. Planning student activities	33	23	15	8	14	23	14	4	30	27	15	19	3	44	29	6	34	27	17	11
4. Planning methods of evaluating pupils' achievement	12	2	14	8	32	2	5	4	5	8	3	11	7	15	11	3	17	11	12	5
5. Conducting a supervised study period	2	4	4	3	-	10	3	2	-	-	-	-	-	3	1	-	-	-	-	9
6. Leading a discussion	20	13	26	15	18	27	25	20	16	15	23	11	14	23	27	12	18	4	21	17
7. Conducting a laboratory class	13	9	8	19	28	10	26	4	33	28	40	20	21	10	18	24	10	36	11	14
8. Selecting and using effective illustrative material	14	12	7	12	13	16	8	13	13	14	25	1	14	29	17	10	1	17	16	2
9. Demonstrating skills and learning procedures	9	9	7	11	13	4	7	10	7	15	26	1	24	15	4	1	9	13	13	7
10. Formulating conclusions	11	12	10	13	18	15	6	14	27	1	26	3	6	39	41	-	24	9	13	11
11. Conducting reviews	2	6	3	1	6	1	7	7	2	1	4	1	1	7	5	-	6	6	2	-
12. Assigning work	11	20	29	2	8	12	8	7	3	3	15	8	1	27	26	6	8	12	8	5
13. Checking pupils' understanding of work to be done	14	19	16	4	4	12	2	4	35	19	30	5	7	14	14	4	13	15	12	5
14. Following up assignments	7	-	15	3	-	13	8	3	4	1	15	1	8	10	5	12	6	15	9	5
15. Distributing opportunity for activities among individual pupils	12	19	14	7	3	7	7	-	4	1	23	19	-	23	23	3	34	11	10	3

The number of times each student-teacher was present is as follows:

Student-teachers F, I, J, M, P, S 42 times; Student-teachers D, H, Q, T 43 times;

Student-teachers A, B, C, E, G, K, N 44 times; Student-teachers L, O, R 45 times

Note: Table may be read as follows: Student-teacher designated by the letter A checked
selecting objectives 39 times.

TABLE III -(Continued)

Activities	Total number of times activities were checked by student-teachers																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
16. Inspecting pupils' work	14	12	18	18	32	18	26	18	37	33	40	-	30	30	24	26	-	39	9	17
17. Making examination questions	4	-	-	2	5	4	3	7	1	1	3	5	5	1	3	2	7	8	3	3
18. Conducting an examination	4	2	4	2	2	7	8	3	2	3	4	3	1	-	3	1	4	5	3	3
19. Grading examination	4	3	6	3	3	5	6	3	2	4	3	4	2	-	3	1	5	1	4	2
20. Returning graded papers to class and conducting the consequent discussion	3	2	3	1	1	2	4	1	2	3	3	1	1	-	2	2	2	3	4	-
21. Making a grade range	2	2	5	6	2	5	3	2	1	2	-	2	1	-	3	2	1	10	2	2
22. Recording results of examination	4	2	7	3	2	4	4	4	2	2	3	2	2	2	3	2	4	9	3	2
23. Teaching pupils to plan methods of work	5	4	5	5	-	-	5	2	11	8	8	7	4	15	20	5	5	16	5	2
24. Assisting in the planning of the home project	-	-	9	5	-	-	1	1	-	1	5	7	-	1	-	-	2	5	2	-
25. Checking progress of the home project	4	5	3	5	1	3	2	4	1	3	1	-	-	-	-	3	-	2	-	2
26. Learning names of pupils	1	6	8	10	9	8	19	18	5	11	4	10	7	5	3	5	7	3	5	2
27. Making a seating chart	1	1	1	3	4	6	1	3	-	-	1	1	5	1	1	1	-	3	3	1
28. Keeping attendance records	44	42	44	40	40	40	43	42	8	42	43	35	38	44	43	42	38	43	33	41
29. Developing pupils' interest and attention in acting courteously toward others	5	11	21	1	2	16	10	5	5	5	32	4	3	43	21	6	18	8	12	3
30. Developing pupils' interest and attention in making up work out of school hours	6	3	6	8	2	16	8	3	15	5	32	10	4	5	3	10	8	13	4	6
31. Making a response chart	-	-	1	-	-	-	-	-	-	-	3	-	-	-	-	1	-	-	3	-
32. Making announcements	11	8	39	17	5	17	22	11	8	24	15	8	8	12	-	14	6	9	17	2
33. Using pupil assistants	6	11	11	3	19	17	9	2	8	5	18	18	7	16	3	2	14	12	9	12
34. Investigating individual difficulties of students	8	5	5	19	3	3	11	6	24	13	32	8	13	8	1	20	2	36	6	-

TABLE III - (Continued)

Activities	Total number of times activities were checked by student-teachers																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
35. Penalizing classroom misdemeanors	1	6	4	4	9	3	1	1	1	4	1	2	-	-	1	3	2	3	7	-
36. Obtaining personal information about pupils	7	6	6	18	1	7	9	6	6	11	8	-	8	8	15	10	5	9	6	2
37. Assisting individual pupils	10	13	12	20	32	4	24	13	38	33	43	13	27	20	20	18	-	42	6	11
38. Participating in extra-curricular activities	2	3	5	3	1	1	5	3	1	3	1	7	1	-	-	12	3	7	1	4
39. Participating in social activities with pupils	1	-	1	2	1	-	-	2	1	2	2	-	1	1	1	-	-	2	4	1
40. Attending Home Economics club meeting	-	-	2	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-	1	1
41. Securing contact with dean of girls	2	-	2	-	-	-	-	-	6	12	9	-	-	1	-	-	1	2	1	-
42. Securing contact with custodian	-	-	-	-	-	-	-	-	1	2	1	-	-	-	-	-	1	1	-	-
43. Securing contact with librarian	-	1	-	1	-	-	-	-	1	10	3	-	2	1	-	-	-	-	1	-
44. Securing contact with school nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	3	2
45. Securing contact with principal	4	1	-	4	4	-	-	-	3	18	6	2	2	2	3	1	-	4	5	-
46. Securing contact with superintendent	-	-	-	-	-	-	-	-	-	5	1	-	-	-	-	-	-	-	1	-
47. Attending P.T.A. meeting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
48. Participating in home visits	4	3	4	-	1	-	1	1	2	2	2	2	1	-	3	1	1	3	1	1
49. Studying one's own strength and weakness	9	30	7	12	44	20	24	16	38	32	44	3	18	43	45	28	43	17	41	22
50. Seeking advice and information	6	28	6	16	44	28	24	24	29	29	44	18	20	39	40	34	42	19	28	20
51. Accepting criticism in good spirit	5	20	6	1	17	14	8	11	27	18	44	7	5	10	21	7	10	19	14	7
52. Acting on suggestions regarding teaching technique	12	23	10	5	25	13	8	3	12	17	44	15	14	26	10	23	18	12	18	12
53. Studying the community	-	14	1	11	1	2	19	-	-	-	5	1	-	13	-	-	-	4	9	1
54. Regulating room temperature	5	18	18	-	-	-	11	-	8	42	42	1	10	14	4	5	1	-	17	9
55. Securing proper ventilation	2	15	32	-	1	-	9	-	8	38	42	-	13	20	4	-	-	-	29	2

TABLE III - (Continued)

Activities	Total number of times activities were checked by student-teachers																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
56. Securing proper lighting	2	15	8	9	2	28	6	6	3	35	40	-	14	4	4	8	4	15	12	-
57. Taking precautions against fire	-	2	2	-	-	1	8	1	1	-	2	-	-	-	-	-	-	-	6	1
58. Keeping room clean and tidy	1	10	27	14	44	35	41	21	6	25	43	13	39	27	27	18	-	42	30	28
59. Caring for blackboard	31	18	19	19	15	31	38	18	15	15	40	24	13	20	32	33	15	31	29	8
60. Caring for bulletin board	4	-	9	15	6	21	9	2	1	5	6	6	7	-	11	12	20	17	14	7
61. Making market orders	2	2	2	-	-	6	4	6	-	-	-	-	-	-	14	4	-	-	9	-
62. Following up order of supplies	1	-	1	-	-	-	6	5	-	-	-	-	-	3	13	4	-	-	5	-
63. Arranging supplies for use	2	4	1	-	4	-	10	5	-	-	-	-	-	10	11	2	-	-	10	-
64. Storing supplies	2	-	5	-	-	-	8	3	-	-	-	3	-	12	11	1	-	-	6	-
65. Managing funds for supplies or equipment	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-

The record indicates wide variation in the number of activities performed and in the number of times each activity was reported. Some of the limiting factors have been indicated. Further analysis of Table III will be made by considering the activities least frequently checked; the activities most frequently checked; the activities which varied in checking, and by comparing the checking with the Commonwealth Study ranking.

ACTIVITIES LEAST FREQUENTLY CHECKED

One group of activities checked least frequently were checked by fewer than one half of the student teaching group. The other group of activities which were infrequently checked were of a type for which few opportunities for performance could be provided.

Activities checked by fewer than one half of the student teaching group. Managing funds for supplies or equipment was checked by just one student which indicates that money responsibility was not delegated to student-teachers. Home Economics club and Parent-Teachers' Association meetings are held just once a month so it is not surprising that most of the students could not check attendance at these meetings.

Less than half of the students were teaching foods units so the number who could check making market orders

was limited. Evidently the activities of following up orders of supplies, and arranging and storing them were considered to mean food supplies.

Activities concerning contact with the dean of girls, custodian, librarian, school nurse and superintendent were checked by fewer than half of the students. Except for two student-teachers who had special work with the dean of girls very little contact out of the department of home economics was recorded.

Evidently the fire squad clubs of the schools are responsible for fire precaution activity as 11 of the student teachers did not check that item. Watching electric irons and stoves and learning how to leave the building during fire drill probably did not appear to be a part of this activity for nine of the student-teachers.

Only four student-teachers checked that they had made a response chart. This was included in the list as a method of getting acquainted with high school students.

That over half of the students did not check conducting a supervised study period may have been due to misinterpretation. They may have considered it necessary to conduct a formal or full period activity before they would be justified in checking it. Over half of the student-teachers were teaching laboratory classes and supervised study is not used so frequently as an activity for that type

of class.

Activities for which there was little opportunity for performance. Perhaps, if certain activities were checked one or two times by each student-teacher during a nine weeks period as much experience was provided as could be expected.

Participation in activities pertaining to home projects seemed to be limited. All student-teachers, except two, either helped to plan or check home projects, and all except three of them participated in home visits.

Opportunity for participation in social activities was very limited as there would probably not be more than two social activities scheduled during the nine weeks period of student-teaching.

Each student-teacher was expected to contact the principal of the school at the beginning of her teaching period. It could not be expected that a principal could find time for many individual contacts with student-teachers.

ACTIVITIES CHECKED MOST FREQUENTLY

Certain activities were checked more than 20 times by over half of the student-teachers. Keeping attendance records; keeping the room clean and tidy, and caring for blackboards were among the activities checked most fre-

quently. As they are of a routine type, this was to be expected.

Even though selecting of objectives ranks among the activities checked most often, five of the student-teachers checked it less than twenty times. Some of the objectives may have been selected for lessons extending over several days.

Planning methods of developing interest was not checked as often as would be expected. Possibly laboratory procedures were considered of sufficient interest to make other planning unnecessary.

Inspection of pupils' work was checked over twenty times by half of the students. It would seem that all of the students should have checked this activity every day.

Seeking advice and information was checked more than 20 times by 15 of the student-teachers. The activity was checked more frequently during the first weeks of teaching than during the later ones.

During the conferences some of the student-teachers thought they were continually studying their strength and weakness. The record of checking indicates that 13 of them were aware of it more than 20 times.

Assisting individual pupils was checked most often by the students who were teaching clothing construction classes.

ACTIVITIES SHOWING VARIATIONS IN CHECKING

The activities which referred to developing pupils' interest, distributing opportunity for activity, investigating difficulties, teaching planning of work, acting on suggestions, accepting criticism and studying the community require subjective evaluation which may account for the variations in checking.

As the new high school building is equipped with automatic heat and ventilation controls the student-teachers working in that building had no occasion to check the activities concerning them.

Three methods of conducting a class, laboratory, discussion and demonstration, were included in the checklist of activities. It appears that student-teachers checked only one method of teaching for each day, however all student-teachers recorded experience with each method of teaching. The phase of homemaking which was taught probably accounts for some of the variation in checking.

The phrasing of some activities may have led the students to consider that extensive activity was necessary before the item could be checked. Formulating conclusions should be a part of every day's activity yet one student did not check it at all and one checked it 41 times. Some of them may not have been aware of making conclusions and others may have considered that making a definite class

conclusion was necessary before the item could be checked.

Planning methods of evaluating student's achievement was probably confused with testing or the word evaluate may have given undue significance to the activity. The teacher training staff believe that the failure of students to check this point indicates lack of information concerning many types of evaluation.

Conducting a review must have been interpreted to mean preparation for a formal examination as the number of times this activity was checked is comparable with the checking of the activities pertaining to conducting an examination. Since these items were checked so few times it seems evident that short tests were not included.

The activities referring to assignments were probably checked on the basis of what constitutes a college assignment. The number of times making an assignment was checked ranged from one to twenty-nine times.

According to the checking of the student-teachers, planning student activities was definitely not a part of every lesson. Activities may have been planned which extended over several lessons.

Selecting illustrative material was checked 29 times by one student and just once by two students. Several conclusions may be drawn, perhaps some of them did not use nearly enough illustrative material or they may not have

considered certain materials used in a clothing and foods class as illustrative material.

Using pupil assistants does not vary in checking as much as some other activities. The student-teachers who checked this item most frequently were conducting a play school and pupil assistants were used for every laboratory class.

Penalizing misdemeanors was checked a surprisingly few times as discipline is often an outstanding problem for student-teachers. This activity might be interpreted by a student-teacher as a major disciplinary situation whereas other student-teachers would regard correcting one student as an activity to be checked.

COMPARISON OF THE RANKING OF THE COMMONWEALTH STUDY ACTIVITIES WITH CHECKING FOR THIS STUDY

The Commonwealth Study activity tables were ranked by various educators for desirability for pre-service training (see appendix). This ranking does not signify how many times it would be necessary to have the activity performed in order for the student to be regarded as trained. In considering the decile ranking it must be kept in mind that the deciles were numbered from one to ten, one representing the highest decile. Rankings of educators connected with secondary schools were used for this comparison.

The activities which were ranked Decile 1 by all of

the raters considered are:

- 1 - Selecting objectives
- 2 - Planning methods of developing interest
- 4 - Planning methods of evaluating pupils' achievement
- 17 - Making examination questions
- 19 - Grading examination
- 20 - Returning graded papers to class and conducting the consequent discussion
- 21 - Making a grade range.

Activities 1 and 2 were among those checked most frequently in this study, and all students had experience in doing them. Activity 20 was checked fewer than 20 times by all students but all had experience in doing it. Two students did not have experience with activities 17, 20 and 21 and one student did not have experience with activity 19.

Certain activities were ranked Decile 1 by some educators and Decile 2 by other raters. These activities are as follows:

- 5 - Conducting a supervised study period
- 6 - Leading a discussion
- 7 - Conducting a laboratory class
- 23 - Teaching girls to plan methods of work
- 49 - Studying one's own strength and weakness.

Ten student-teachers did not have experience with activity 5. Again this brings evidence that the experience of conducting a supervised study period is not furnished to the home economics student-teachers at Oregon State College as frequently as seems desirable.

Two students did not check activity 23. All of the student-teachers had experience with activities 6, 7 and 49. Thirteen of them checked activity 49 over 20 times.

The activities which were ranked Deciles 1, 2 and 3 are:

- 12 - Assigning work
- 24 - Assisting in the planning of the home project
- 25 - Checking progress of the home project
- 34 - Investigating individual difficulties of
students
- 52 - Acting on suggestions regarding teaching
technic.

All of the student-teachers had experience in activity 12 though it was not checked as often as had been expected. One student did not check activity 34 and none of the students checked it over 20 times. The checking on activity 52 ranged from 3 to 44 times. Activities 24 and 25 were adapted from the Commonwealth Study activity, which was described as "making practical use of material studied." All of the students except two checked either activ-

ity 24 or 25.

SUMMARY

The activities which were performed during the first week were of a type which would aid the student-teacher to learn what duties were expected of her. The checking of the second week indicated that teaching responsibilities had been assumed during that period.

The opportunity for the performance of certain activities occurs infrequently therefore little checking could be expected for certain items. Variations in checking were probably due to limiting factors such as physical facilities and the phase of homemaking taught. Probably some variation was due to misinterpretation of the description of the activity.

The use of a check-list of this type should be of value to the staff of a Home Economics Education Department in making provisions for a wide variety of activities for student-teachers.

Most of the student-teachers had experience with the activities which were ranked in the three highest deciles for desirability of pre-service training by the educators who ranked the Commonwealth Study activity tables.

II USE OF STUDENT-TEACHERS' TIME

Studies of practices in supervised student-teaching in different situations have been made through the use of a time record blank. Gray used a time record blank as a device for centering attention in a constructive way on important phases of the student-teaching problem. He reports three investigations, the first related to a study of current practices in eleven institutions, the second to a study of the practices in various departments of a given institution, and the third to the use which a supervisor made of the blank in improving student teaching under his supervision (16). Wade modified Gray's blank to compare the time spent during the twelve weeks of concentrated student-teaching with that spent during the term of regular courses. He concluded that either too much time was required during the term of student-teaching or too little during the term of regular courses (35). Reinhardt also used Gray's blank for a study made in Eastern Illinois State Teachers College. The findings show that the average amount of time devoted to practice teaching by seventy-four students was 11 hours, 19 minutes per week. The three activities to which the largest percentage of time was given were preparation of lesson plans 36.2 per cent, observations 16.8 per cent, and teaching 10.9 per cent. There was marked variation among groups of students under the super-

vision of different training teachers both in amount of time devoted to practice teaching and in the distribution of time to teaching activities (29).

Pate used a time record and personal interviews to study variations in time expenditures for several groups of home economics student-teachers. The mean of the weekly time expenditure reported by one of the groups was 17 hours 33 minutes. Thirty-three per cent of the group spent more than twice the amount of time generally conceded as expected for a four hour credit course (26).

PROCEDURE

The object of this investigation was to determine how much time students devoted to student-teaching and how their time was distributed among the various teaching activities. The data were obtained during the spring term (1939) by asking the students cooperating in the study to keep a time record sheet for seven consecutive days. The students were given detailed directions for recording their time on the mimeographed forms which had been prepared (see appendix). At the end of the period group conferences were held to obtain information regarding the records.

REPORT OF THE FINDINGS

Twelve of the student-teachers were able to complete

the time records, ten of them had also cooperated with the study of student-teachers' activities.

Table IV shows the total time expenditure for each student and Table V shows the range, average and percentage distribution of time spent for each activity. .

TABLE IV

Total Time Expenditure for Each Activity by Twelve
Student-teachers During Seven Consecutive Days

Activities \ Students	I	J	K	L	N	P	Q	R	S	T	U	V
	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min	Hr-Min
Transportation	2-	2-15	3-20	2-45	3-15	2-20	3-25	4-25	3-50	2-55	4-50	2-30
Teaching	5-	5-	5-	4-45	4-25	4-50	5-30	4-35	4-25	4-40	4-20	4-35
Schoolroom Chores	-40	-05	2-15	-35	1-10	7-30	-15	1-05	2-25	-50	-45	-50
Individual Conferences	-35	-45	1-30	-40	1-	2-45	-20	-	1-25	-40	1-15	-35
Group Conferences	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-45	-50
Grading Students' Work	-	-	-	-30	-	-	-	3-25	-	-45	2-55	1-50
Supervising Students' Work	-	-	-	-	-10	-	-	-50	-45	-	2-	-
Preparing Lesson	12-45	4-50	10-30	14-25	6-	15-	7-15	10-	14-30	16-30	15-33	7-
Home Project Visits	-20	6-10	-	-	-	1-30	-	4-	-	-	-	-
Extra-Curricular Activities	-	3-	-	1-	-	-	3-20	-	-	-	1-15	-
Miscellaneous	-35	3-25	3-05	2-30	2-10	1-	-10	-	-	-	-	-
Total Time	22-55	26-40	26-40	27-15	18-10	35-55	21-35	29-40	25-20	27-20	34-38	16-10

TABLE V

Distribution of Time Spent on Student-teaching
Activities by Twelve Student-teachers

Activities	Total Time Without Trans- portation	Total Time	Time of Those Reporting					*Per Cent of Total Time
			Range		Average			
			Low	High	Min.	Hr.	Min.	
			970	2155	1568	26	04	
			820	2055	1378	22	55	88
<hr/>								
1. Transportation		120	290	189	3	9	12	
2. Teaching		420	530	285	4	45	17	
3. Schoolroom Chores		5	450	92	1	32	5.8	
4. Individual Conferences		20	165	58	-	58	3.6	
5. Group Conferences		50	105	55	-	55	3.4	
6. Grading Students' Work		30	205	47	-	47	2.98	
7. Supervising Students' Work		10	120	19	-	19	1.19	
8. Preparing Lesson		290	990	672	11	11	42.65	
9. Home Project Visits		20	370	60	1	-	3.8	
10.Extra-Curricular Activities		60	200	43	-	43	2.7	
11.Miscellaneous		10	215	67	1	7	4.15	

* These percentages are based upon the data found in Table IV.

The findings show that wide variations existed among the student-teachers both in the total amount of time devoted to teaching and in the distribution of time to the teaching activities.

Transportation. Twelve per cent of the time devoted to student-teaching was used for transportation. This is the factor which the students could control least. The students who reported an excessive time had spent part of the time waiting for a bus, and the one who reported the least time had used a car twice during the week.

Teaching. Classroom teaching is the factor which should have been most uniform, but the tabulations show variations. During the week this study was made, high school extra-curricular activities caused changes in the length of some of the class periods. The student who reported 5 hours 30 minutes supervised the first hour of the play school for three days, which required extra time.

Schoolroom chores. The wide variations reported for schoolroom chores were probably due to the type of homemaking activities which the students conducted. With one exception those reporting a large amount of time were teaching food preparation classes. The student-teacher who reported 7 hours 30 minutes taught two foods classes and spent extra time caring for students' products. Probably better planning would have reduced the amount of time

required. This presents evidence that studies of this type should be conducted frequently in order to show excessive use of time.

Individual conferences. The time spent for individual conference ranged from 20 minutes to 2 hours 40 minutes, and the average time was 57.5 minutes. This factor accounts for 3.6 per cent of the total time as compared with 4.4 per cent of the time reported in Reinhardt's study. The average time is slightly less than the typical practice of one hour each week reported by the Land-Grant College Survey (3:p.113) but the range indicates that some student-teachers received much less time than the recommended standard.

Group conferences. The group conferences reported were the weekly conferences with the director of student-teaching.

Grading students' work. Only five student-teachers reported on grading students' work. The time spent on this activity was determined by the class work. The student-teacher who reported the most time for this activity had graded finished articles at the end of a clothing construction unit.

Supervising students' work. Four student-teachers reported supervising students' work. As this was interpreted to mean work outside of class the student-teachers had little opportunity for it because it conflicted with

their college classes.

Preparing lesson. As would be expected the preparation of lessons required a higher percentage of time than any other activity. However there were wide variations in the length of time spent, some student-teachers recorded one third as much time for this activity as others did. The student-teachers reported that certain types of lessons required a longer time for preparation than did other types, and some of them reported that they had done advance preparation during the previous week.

Home project visits. Home project visits were reported by four students and the time varied widely. The student who reported 20 minutes could not complete her visit, and those who reported four hours or over accompanied the supervising teacher on out-of-town visits.

Extra-curricular activities. The extra-curricular activities reported were attendance at the high school circus, and the variations indicate the length of time of participation.

Miscellaneous. The miscellaneous activities reported were assisting with a study group, caring for play school children, observing other classes, and checking the time schedule.

Comparison of time required for student-teaching and for academic class work. The average weekly time spent for

student-teaching, which is a six credit course, was 26 hours 8 minutes, or without considering transportation time 22 hours 55 minutes. Students are expected to spend 18 hours per week for six credits of academic class work. This may indicate that student-teaching required an excessive length of time except for two student-teachers, or it is possible that the problem of time management for student-teachers should be considered. This study was too limited to justify either conclusion.

SUMMARY

Lesson preparation and teaching required a higher percentage of time than the other activities considered. During the period that this study was made the time spent for student-teaching was greater than the time expected for the same amount of credit in academic work.

The use of a time schedule is of value for student-teachers as well as supervisors as it may indicate activities which required an excessive amount of time and activities which were not given enough time. It may also indicate time management difficulties and it provides objective information for student conferences.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Rapid developments in Home Economics Education have taken place since the enactment of the Smith-Hughes Vocational Education law. Federal and state boards were appointed to carry out the provisions of the law and institutions have been designated as teacher-training centers. Many of the institutions organized departments of home economics education and appointed teacher trainers to assume the responsibilities of the department.

The provision for state supervision and the services of the Federal home economics staff through regional conferences have contributed to the promotion of desirable practices of teacher preparation. An increased interest in evaluating practices has been made evident by the amount of research which has been done during the past decade.

Educators consider student-teaching as one of the most important phases of teacher preparation. Observation is deemed an important part of the teacher-training program and participation is included in teacher preparation as an intermediate stage between observation and student teaching.

The Federal Board for Vocational Education has assisted in improving facilities for student-teaching by

setting up desirable standards. Recommendations have been made that student-teaching should be done in vocational high schools as they offer a wide variety of experiences. Suggestions have also been made that part of the student-teaching should be done in schools away from the campus where prospective teachers may participate in a typical school situation. Apprentice teaching following a period of successful student-teaching has been recognized as a worthwhile addition to a teacher-training program.

This investigation was undertaken in order to make a case study of the organization and activities of a home economics education department. It was made possible through the cooperation of the Head of the department and the student-teachers of the 1938-1939 winter and spring terms.

Courses in home economics were introduced at Oregon State College in 1889 and systematic teacher-training was started twenty years later. The first home economics education consisted of methods courses which were taught by the subject matter specialists.

The Department of Home Economics Education was created in 1918 when the School of Vocational Education was organized. Three people who have served as head of the department have contributed to its present organization.

Professional training for prospective teachers is

provided by the Home Economics Education Department which is a joint department in the School of Home Economics and the School of Education. The Head of the department teaches the home economics education courses and directs the student-teaching which is done in the Corvallis High Schools and in neighboring cooperating schools.

As observation is an important activity in teacher preparation a short experimental study in directed and un-directed observation was made. The directed observers, who used check-list guides, noted many factors but made few attempts to evaluate them. Guide IV, which pertained to a study of high school students and required written answers, seemed to be of most interest to the students.

The students, who were not guided in their observations reported detailed accounts of class procedures, outlines of subject matter presented, descriptions of laboratory products, comments on class conduct and an account of what teachers and students said and did.

The use of check-list guides did not have a decided effect on observations made three months later. However Guide IV, the study of students, had a decided effect on later observations, and from the standpoint of interest and retention of items was the best type of guide used in this limited study.

Further study is necessary in order to determine

whether instruction in observation should be limited and restricted to a small number of factors or whether the best procedure is to introduce the student to all of the elements in a teaching situation.

In order to obtain a clear picture of the activities which the student-teachers performed during their period of student-teaching, a daily check-list was adapted from the Commonwealth Teacher-Training Study Activities. The list was found to be fairly inclusive as a negligible number of activities were added to it by the student-teachers.

Routine activities and certain others which would aid the student-teacher in becoming acquainted with her responsibilities were checked during the first week. The increased number of activities checked during the second week indicated that the student-teachers assumed responsibility for teaching at the end of that week.

Activities which were checked least were limited in most cases by school situations. Certain activities were of a type for which there is little opportunity for performance. Activities of a routine type were checked most frequently throughout the nine weeks period.

With the exception of the activity, conducting a supervised study period, the majority of the student-teachers had experience in the activities which were ranked in

the three highest deciles by the educators who rated the Commonwealth Study Activities.

A few students did not participate in certain activities which are considered important for pre-service training and some activities were not checked as frequently as desirable. One of the important values of a check-list is that it enables the supervising teacher to guard against the omission of certain activities and the over emphasis of others.

The study of use of time indicated variations among the student-teachers in the total amount of time devoted to teaching, and in the distribution of time to the teaching activities. The average time spent per week for student-teaching was more than that required for academic work. Teaching and lesson preparation were the activities which required the highest percentage of time.

The objective evidence provided by activity check-lists and time studies should be valuable to supervisors and teacher-trainers in analyzing the problems of student-teachers.

After careful consideration of the findings of this study the following recommendations may be suggested.

1. Continued study of student-teaching activities is desirable as a device for investigating problems of supervision.

2. The present list of activities seemed to be inclusive but the clarity of the descriptions of some activities could be improved by rephrasing.
3. More frequent conferences should be held with student-teachers in order to help them interpret the items on the check-list.
4. The questions of which activities are most valuable for pre-service training of home economics teachers and of how many times it is desirable for them to perform the activities suggests possibilities for future research.
5. The study of student-teachers' time should prove valuable to administrators as a basis for determining credit allowance and for planning class schedules. The student-teachers' management of time should probably be investigated also.
6. Yearly studies of this type should provide valuable information for Home Economics Education Departments.

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APPENDIX A

FORMS USED

1 Yes	2 No	3 NE	4 ET	5 EE	6 PTC	Check-list of activities
0	0	0	0	0	0	15. Was the student conduct within the classroom before the period satisfactory?
0	0	0	0	0	0	16. Was the student conduct within the classroom following the period satisfactory?
0	0	0	0	0	0	17. Was the seating of students adjusted to meet the needs of seeing, hearing, etc.?
0	0	0	0	0	0	18. Was the seating of students adjusted to meet the needs of group work, cooperation, etc.?
0	0	0	0	0	0	19. Was all material unrelated to the work of the period erased from the blackboard before the period began?
0	0	0	0	0	0	20. Were unnecessary teaching materials and equipment placed out of the way?
0	0	0	0	0	0	21. Were distracting activities, gum-chewing, playing with materials, etc., discouraged?
0	0	0	0	0	0	22. Was hand-waving and other distracting student methods for securing attention discouraged?
0	0	0	0	0	0	23. Was any evident attention given to checking and recording attendance?
0	0	0	0	0	0	24. Were the student-teacher relationships conducive to maximum effort and achievement?

Directions to Observers:

The above is a check-list of items relating to classroom management stated in question form. There are six possible reactions for you to consider in reacting to the questions in this check-list, with respect to each of which you may have from one to four reactions. Place a check mark (✓) in column:

- (1) if your answer to the question is "yes".
- (2) if your answer to the question is "no".
- (3) if you have observed no evidence upon which to base an answer.
- (4) if you feel that the activity was not performed with satisfactory economy of time.
- (5) if you feel that the activity was not performed with satisfactory economy of effort.
- (6) if you feel that increased pupil-teacher cooperation should be encouraged.

The same instruction sheet was used for Guides II and III.

GUIDE II. LABORATORY METHODS

Name of student _____

Teachers observed _____

Supervising teacher _____

Student teacher _____

Class _____ School _____ Date _____ Hour _____

1	2	3	4	5	6
Yes	No	NE	ET	EE	PTC

Check-list of activities

- | | | | | | | |
|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 1. Did the students make routine preparation for laboratory work in an orderly manner? |
| 0 | 0 | 0 | 0 | 0 | 0 | 2. Did the students have high standards of personal appearance? |
| 0 | 0 | 0 | 0 | 0 | 0 | 3. Were materials arranged and distributed efficiently? |
| 0 | 0 | 0 | 0 | 0 | 0 | 4. Did the students collect their material quickly and quietly? |
| 0 | 0 | 0 | 0 | 0 | 0 | 5. Were directions for work given in a clear and efficient manner? |
| 0 | 0 | 0 | 0 | 0 | 0 | 6. Did the students show evidence of clear understanding of processes to be followed? |
| 0 | 0 | 0 | 0 | 0 | 0 | 7. Did the students ask the teacher to repeat instructions after laboratory work was started? |
| 0 | 0 | 0 | 0 | 0 | 0 | 8. Did the teacher demonstrate any of the steps to be followed for the laboratory activity? |
| 0 | 0 | 0 | 0 | 0 | 0 | 9. Was the demonstration equipment displayed so that all could see it? |
| 0 | 0 | 0 | 0 | 0 | 0 | 10. Did the students show habits of careful use of materials? |
| 0 | 0 | 0 | 0 | 0 | 0 | 11. Did the students show habits of good standards of work? |
| 0 | 0 | 0 | 0 | 0 | 0 | 12. Did the students move about the room in an orderly and purposeful manner? |
| 0 | 0 | 0 | 0 | 0 | 0 | 13. Did the teacher move about the room to give individual assistance? |
| 0 | 0 | 0 | 0 | 0 | 0 | 14. Was the laboratory product judged by the members of the class? |
| 0 | 0 | 0 | 0 | 0 | 0 | 15. Did the students make satisfactory products? |
| 0 | 0 | 0 | 0 | 0 | 0 | 16. Did the students work in groups? |
| 0 | 0 | 0 | 0 | 0 | 0 | 17. Were the working surfaces kept as orderly and as clean as possible during the working period? |

1	2	3	4	5	6	
Yes	No	NE	ET	EE	PTC	Check-list of activities
0	0	0	0	0	0	18. Was the "clean-up" routine well organized?
0	0	0	0	0	0	19. Did the students appear willing to assume their responsibilities?
0	0	0	0	0	0	20. Did the students remain at their work units until dismissed at the end of the period?

The following chart shows a time record of a laboratory class.
Make a similar record of the class you observed.

8:55 - 9:00	Put on aprons, wash hands, and take places ready for work.
9:00 - 9:01	Check attendance.
9:01 - 9:05	Review directions for making muffins.
9:05 - 9:10	Collect materials.
9:10 - 9:20	Combine ingredients.
9:20 - 9:35	Bake muffins; wash dishes, do routine clean-up.
9:35 - 9:42	Judge products.
9:42 - 9:50	Serve products.
9:50	Dismissed.

GUIDE III. DISCUSSION METHODS

Name of student _____

Teachers observed _____
Supervising teacher _____ Student teacher _____

Class _____ School _____ Date _____ Hour _____

1	2	3	6
Yes	No	NE	PTC

Check-list of activities

- | | | | | |
|---|---|---|---|--|
| 0 | 0 | 0 | 0 | 1. Did the approach to the lesson interest the students? |
| 0 | 0 | 0 | 0 | 2. Were the students made to feel that the problem was theirs? |
| 0 | 0 | 0 | 0 | 3. Was a definite objective set up? |
| 0 | 0 | 0 | 0 | 4. Was the objective the center of the lesson? |
| 0 | 0 | 0 | 0 | 5. Was the method of presenting the lesson such as would lead to the achievement of the objective? |
| 0 | 0 | 0 | 0 | 6. Did the method provide for the effective use of desirable supplementary devices? |
| 0 | 0 | 0 | 0 | 7. Was the method adjusted to the type of materials available for student use? |
| 0 | 0 | 0 | 0 | 8. Did the method involve sufficient exercise to insure the establishment of associations? |
| 0 | 0 | 0 | 0 | 9. Were suitable learning exercises selected with reference to the objective of the lesson? |
| 0 | 0 | 0 | 0 | 10. Did the teacher give individual attention in supervised study without disturbing others? |
| 0 | 0 | 0 | 0 | 11. Was provision made to keep everyone actively engaged? |
| 0 | 0 | 0 | 0 | 12. Was motivation stimulated by visual aids? |
| 0 | 0 | 0 | 0 | 13. Was motivation stimulated by making application to practical situations? |
| 0 | 0 | 0 | 0 | 14. Did the teacher have the attention of all in directing the class activity? |
| 0 | 0 | 0 | 0 | 15. Did the questions present a challenge? |
| 0 | 0 | 0 | 0 | 16. Did the questions measure up to Bossing's standards? |
| 0 | 0 | 0 | 0 | 17. Was the teacher's technique of class questioning satisfactory? |
| 0 | 0 | 0 | 0 | 18. Did the teacher's reaction to students' response encourage class discussion? |
| 0 | 0 | 0 | 0 | 19. Did the teacher's reaction to students' questions indicate good class management? |
| 0 | 0 | 0 | 0 | 20. Was the objective reflected in the conclusions of the lesson? |

1	2	3	6	
Yes	No	NE	PTC	Check-list of activities
0	0	0	0	21. Was the teacher's voice pleasing and effective?
0	0	0	0	22. Did the teacher show high standards of personal appearance?
0	0	0	0	23. Did the teacher's attitude reflect interest and enthusiasm?
0	0	0	0	24. Did the teacher make provision for individual differences?

The following is a time record of a discussion class. Make a similar record of the class you observed.

8:55 - 9:00	Seating of pupils.
9:00 - 9:05	Taking attendance. Roll-checking absence, tardiness, and excuses.
9:05 - 9:07	Announcements.
9:07 - 9:15	Return and discuss test papers.
9:15 - 9:30	Reports by class members.
9:30 - 9:35	Summarize reports and make conclusions.
9:35 - 9:40	Present study assignment.
9:40 - 9:50	Supervised study.
9:50	Dismissed.

GUIDE IV. STUDENTS

It is unlikely that any college student can obtain information concerning all 21 points. The object of this observation is to assist you in studying girls.

On separate paper (same size and on one side only, please) write up your observations. Omit any numbers concerning which you have no conclusions to report.

1. What habits of good personal care were observed?
2. How do the students compare as to suitability of clothing?
3. What were the extremes in chronological age of the students?
4. What extremes in mental age were observed?
5. What extremes in size were observed?
6. What indications of poor health were observed?
7. What abnormalities of physical development were observed?
8. What evidences of nervousness were observed?
9. What evidences of emotional strain were observed?
10. What instances of eye strain were observed?
11. What instances of auditory trouble were observed?
12. What could be learned about students' interests?
13. What could be learned about students' home background?
14. How do the students compare regarding social maturity?
15. How do the students compare in ability to achieve success in class activity?
16. What instances of indifference to class work were observed?
17. What instances of ability in leadership were observed?
18. Were the students courteous to the teacher?
19. Did any students appear to be discipline problems?
20. Were the students friendly and courteous toward each other?
21. Did all of the students respond during the class?

STUDENT-TEACHER TIME SCHEDULE

Date _____ from 5 p.m. to 5 p.m. _____.

Kind of Activity	Time	Time	Time
	of	of	Spent
	starting	stopping	Hrs. Min.
1. Transportation			
2. Teaching			
3. Schoolroom Chores			
4. Individual Conferences			
5. Group Conferences			
6. Grading Students' Work			
7. Supervising Students' Work			
8. Preparing Lesson			
9. Home Project Visits			
10. Extra-Curricular Activities			
11. Miscellaneous			

Instructions for Use of Time Schedule

The record should cover a period of one week (7 consecutive days including Sunday). Fill out one record for each day of the week.

Record each activity as soon as possible after it is performed. The time need not be entered to the exact minute. The nearest 5 minutes is accurate enough. For example, 9:18 should be entered as 9:20. Begin at 5 p.m. Tuesday, April 11, and hand in completed record at 5 p.m. Tuesday, April 18.

The entries should be made under the classifications as far as possible.

1. Indicate the time spent going to and from the high school.
2. Indicate the time spent teaching the class. If you were not in charge the full period, indicate the amount of time you were in charge.
3. Indicate the time spent before or after class in caring for the room.
4. Indicate the time spent conferring with the supervisory teacher.
5. Indicate the time spent in group meetings with other student teachers, either with the supervising teacher or with Miss Blazier.
6. Indicate the time spent grading examination papers and other written work or in checking students' laboratory products.
7. Indicate the time spent supervising the work of students outside of class time.
8. Indicate the time spent making lesson plans, preparing subject matter, collecting illustrative material, etc.
9. Indicate the time spent going to and from the home and the time spent at the home.
10. Name the activity and indicate the time spent.
11. List all other activities carried out and indicate the amount of time spent.

APPENDIX B

TABLES

TABLE 1

Differences in Percentage of Times Directed and Undirected
Observers Checked the Items on Guide I

Observation of Classroom Management	Group A %	Group B %
1. Were the shades properly adjusted to provide satisfactory lighting?	5.8	11.5
2. Were electric lights used if necessary and only when necessary to improve the lighting?	5.8	7.8
3. Were ventilation facilities regulated to provide an adequate supply of fresh air?	1.9	9.6
4. Was the temperature maintained at the proper level conducive to effective activity?	1.9	15.4
5. Was the furniture arranged in an orderly, efficient, and attractive manner?	3.8	7.8
6. Was the furniture of a suitable type and size for the students?	3.8	3.8
7. Did the classroom in general present an attractive appearance likely to stimulate educative activity?	3.8	28.8
8. Did the bulletin board show careful attention?	15.4	17.3
9. Did the students remove and place out of the way excessive clothing, hats, heavy coats, etc.?	-	3.8
10. Was student posture conducive to health and effective activity?	-	3.8
11. Was the classroom left in good order at the close of the period -- floors cleared, blackboard erased, materials and equipment put away?	7.8	9.6
12. Did the activity of the period begin promptly following the signal?	28.8	25.0
13. Did the class activity close as soon after the end-period signal as the immediate activity taking place would permit?	21.3	17.3
14. Did the students enter the classroom in an orderly manner?	23.0	11.5
15. Was the student conduct within the classroom before the period satisfactory?	11.5	9.6
16. Was the student conduct within the classroom following the period satisfactory?	25.0	42.1
17. Was the seating of students adjusted to meet the needs of seeing, hearing, etc.?	15.4	3.8
18. Was the seating of students adjusted to meet the needs of group work, cooperation, etc.?	5.8	7.8
19. Was all material unrelated to the work of the period erased from the blackboard before the period began?	3.8	-

TABLE 1 - (Continued)

Observation of Classroom Management	Group A %	Group B %
20. Were unnecessary teaching materials and equipment placed out of the way?	1.9	-
21. Were distracting activities, gum-chewing, playing with materials, etc., discouraged?	11.5	13.4
22. Was hand-waving and other distracting student methods for securing attention discouraged?	-	7.8
23. Was any evident attention given to checking and recording attendance?	-	19.2
24. Were the student-teacher relationships conducive to maximum effort and achievement?	32.7	40.4

TABLE 2

Differences in Percentage of Times Directed and Undirected
Observers Checked the Items on Guide II

Observation of Laboratory Methods	Group A %	Group B %
1. Did the students make routine preparation for laboratory work in an orderly manner?	17.3	21.3
2. Did the students have high standards of personal appearance?	11.5	21.3
3. Were materials arranged and distributed efficiently?	13.5	19.2
4. Did the students collect their material quickly and quietly?	7.8	13.5
5. Were directions for work given in a clear and efficient manner?	30.8	11.5
6. Did the students show evidence of clear understanding of processes to be followed?	28.8	15.4
7. Did the students ask the teacher to repeat instructions after laboratory work was started?	2.8	5.8
8. Did the teacher demonstrate any of the steps to be followed for the laboratory activity?	30.8	7.8
9. Was demonstration equipment displayed so that all could see it?	25.0	7.8
10. Did the students show habits of careful use of materials?	7.8	1.9
11. Did the students show habits of good standards of work?	7.8	13.4
12. Did the students move about the room in an orderly and purposeful manner?	5.8	23.0
13. Did the teacher move about the room to give individual assistance?	32.7	25.0
14. Was the laboratory product judged by the members of the class?	7.8	3.8
15. Did the students make satisfactory products?	3.8	13.4
16. Did the students work in groups?	21.3	11.5
17. Were the working surfaces kept as orderly and as clean as possible during the working period?	13.4	1.9
18. Was the "clean-up" routine well organized?	15.4	11.5
19. Did the students appear willing to assume their responsibilities?	23.0	15.4
20. Did the students remain at their work units until dismissed at the end of the period?	13.4	15.4

TABLE 3

Differences in Percentage of Times Directed and Undirected
Observers Checked the Items on Guide III

Observation of Discussion Methods	Group A	Group B
	%	%
1. Did the approach to the lesson interest the students?	17.3	23.0
2. Were the students made to feel that the problem was theirs?	23.0	5.8
3. Was a definite objective set up?	25.0	13.4
4. Was the objective the center of the lesson?	11.5	5.8
5. Was the method of presenting the lesson such as would lead to the achievement of the objective?	17.3	9.6
6. Did the method provide for the effective use of desirable supplementary devices?	7.8	5.8
7. Was the method adjusted to the type of materials available for student use?	15.4	17.3
8. Did the method involve sufficient exercise to insure the establishment of associations?	3.8	7.8
9. Were suitable learning exercises selected with reference to the objective of the lesson?	1.9	13.4
10. Did the teacher give individual attention in supervised study without disturbing others?	15.4	5.8
11. Was provision made to keep everyone actively engaged?	40.3	28.8
12. Was motivation stimulated by visual aids?	15.4	17.3
13. Was motivation stimulated by making application to practical situations?	11.5	11.5
14. Did the teacher have the attention of all in directing the class activity?	26.9	25.0
15. Did the questions present a challenge?	17.3	3.8
16. Did the questions measure up to Bossing's standards?	9.6	1.9
17. Was the teacher's technique of class questioning satisfactory?	25.0	5.8
18. Did the teacher's reaction to students' response encourage class discussion?	17.3	11.5
19. Did the teacher's reaction to students' questions indicate good class management?	13.4	5.8
20. Was the objective reflected in the conclusions of the lesson?	-	3.8

TABLE 3 - (Continued)

Observation of Discussion Methods	Group A %	Group B %
21. Was the teacher's voice pleasing and effective?	17.3	1.9
22. Did the teacher show high standards of personal appearance?	7.8	-
23. Did the teacher's attitude reflect interest and enthusiasm?	23.0	9.6
24. Did the teacher make provision for individual differences?	1.9	9.6

TABLE 4

Decile Ranking of Activities as Rated for Desirability of Pre-service Training in the Commonwealth Teacher Training Study

Check-list of Student-teachers' Activities as Used in this Study	C.T. T.S. Numbers	Decile Rankings by *Educators				
		A	B	C	D	E
1. Selecting objectives	3	#1	1	1	1	1
2. Planning methods of developing interest	5	1	1	1	1	1
3. Planning student activities	8	1	4	1	1	3
4. Planning methods of evaluating pupils' achievement	10	1	1	1	1	1
5. Conducting a supervised study period	490	1	1	1	1	1
6. Leading a discussion	44	2	1	1	1	1
7. Conducting a laboratory class	44	2	1	1	1	1
8. Selecting and using effective illustrative material	49	7	4	2	2	6
9. Demonstrating skills and learning procedures	54	5	8	6	3	3
10. Formulating conclusions	55	5	2	1	2	3
11. Conducting reviews	57	5	6	3	2	5
12. Assigning work	60	3	3	1	1	1
13. Checking pupils' understanding of work to be done	61	9	10	9	3	9
14. Following up assignments	64	7	8	9	6	6
15. Distributing opportunity for activities among individual pupils	67	5	6	2	2	6
16. Inspecting pupils' work	75	6	8	7	2	6
17. Making examination questions	74	1	1	1	1	1
18. Conducting an examination	76	4	2	3	3	3
19. Grading examination	77	1	1	1	1	1
20. Returning graded papers to class and conducting the consequent discussion	78	1	1	1	1	1

*A-University of Chicago graduates teaching in high schools

B-City high school principals

C-Supervisors of practice teaching in secondary grades

D-College instructors of secondary education

E-City junior high school teachers

The deciles were numbered from 1 to 10. The figure 1 represents the highest and figure 10 represents the lowest decile.

TABLE 4 - (Continued)

Check-list of Student-teachers' Activities as Used in this Study	C.T. T.S. Numbers	Decile Rankings by Educators				
		A	B	C	D	E
21. Making a grade range	79	1	1	1	1	1
22. Recording results of examination	77	7	3	9	7	5
23. Teaching pupils to plan methods of work	99	1	2	1	1	4
24. Assisting in the planning of the home project	92	2	2	1	2	2
25. Checking progress of the home project	92					
26. Learning names of pupils	476	4	3	3	3	3
27. Making a seating chart	476	4	3	3	3	3
28. Keeping attendance records	127	1	1	1	8	2
29. Developing pupils' interest and attention in acting courteously toward others	302	9	9	10	6	6
30. Developing pupils' interest and attention in making up work out of school hours	317	9	6	10	8	7
31. Making a response chart	403	3	6	4	2	5
32. Making announcements	469	10	9	10	10	10
33. Using pupil assistants	471	9	2	4	5	4
34. Investigating individual difficulties of students	481	1	2	1	3	2
35. Penalizing classroom misdemeanors	500	3	2	5	3	3
36. Obtaining personal information about pupils	509	6	3	6	4	2
37. Assisting individual pupils	510	5	6	6	6	4
38. Participating in extra-curricular activities	511	8	8	6	9	5
39. Participating in social activities with pupils	511	8	8	6	9	5
40. Attending Home Economics club meeting	633	*				
41. Securing contact with dean of girls	697	*				
42. Securing contact with custodian	719					
43. Securing contact with librarian	726					
44. Securing contact with school nurse	732					
45. Securing contact with principal	752					
46. Securing contact with superintendent	782					
47. Attending P.T.A. meeting	931	6	1	3	5	5
48. Participating in home visits	895	3	2	3	2	5
49. Studying one's own strength and weakness	952	1	2	1	2	2
50. Seeking advice and information	953	1	5	5	5	5

* Numbers 40 to 46 are included in the sections which were not rated by educators.

TABLE 4 - (Continued)

Check-list of Student-teachers' Activities as Used in this Study	C.T. T.S. Numbers	Decile Rankings by Educators				
		A	B	C	D	E
51. Accepting criticism in good spirit	954	2	4	1	2	3
52. Acting on suggestions regarding teaching technique	955	2	3	2	1	3
53. Studying the community	956	2	2	3	2	4
54. Regulating room temperature	981	2	3	2	1	4
55. Securing proper ventilation	983	3	2	2	2	6
56. Securing proper lighting	982	3	4	2	2	6
57. Taking precautions against fire	985	5	4	3	3	8
58. Keeping room clean and tidy	984	6	4	7	5	9
59. Caring for blackboard	987	3	3	4	2	10
60. Caring for bulletin board	987	3	3	4	2	10
61. Making market orders	990	7	5	6	8	10
62. Following up order of supplies	991	10	7	7	9	10
63. Arranging supplies for use	994	8	5	7	7	9
64. Storing supplies	998	7	6	6	7	8
65. Managing funds for supplies or equipment	1001	7	5	7	8	8