



A FOLLOW-UP STUDY OF HOME ECONOMICS EDUCATION GRADUATES,  
1963 AND 1964, KANSAS STATE UNIVERSITY

415  
by

PHYLLIS JANET JACOBSON ESHBAUGH

B. S., Kansas State University, 1963

---

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1965

Approved by:

Bernadine W. Peterson  
Major Professor

LD  
2668  
T4  
1965  
E75  
C 2  
Document

#### ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to Dr. Bernadine H. Peterson, Head, Home Economics Education, for her inspiration and guidance during this year of graduate study. Her encouragement, suggestions, and interest in this study made completion of the Master's degree possible.

Sincere gratitude is also extended to committee members--Dr. Marjorie M. Stith, Head, Family and Child Development; Dr. George A. Olson, Coordinator of Student Teaching; and Dr. Raymond J. Agan, Head, Agricultural Education, for their interest in and their constructive suggestions in the final stages of this study.

Appreciation is expressed to respondents who provided the data for this study and the writer is most indebted to her husband for his patience, understanding, and continued encouragement when most needed.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION TO THE STUDY .....	1
The Problem .....	3
Statement of the problem .....	3
Importance of the study .....	3
The Procedure .....	3
The Respondents .....	6
Definition of Terms .....	8
Student teacher .....	8
College supervisor .....	8
Off-campus student teaching experience .....	8
Professional education courses .....	9
Student teaching center .....	9
Supervising teacher .....	9
Student .....	9
II. THE TEACHER EDUCATION CURRICULUM IN HOME ECONOMICS .....	10
Guidelines for Curriculum Development .....	11
The Preparation of the Secondary Home Economics Teacher ..	15
Competences of the beginning home economics teacher ....	18
Home economics education as teacher education .....	21
Home economics courses .....	24
General education (the liberal arts) .....	27
Professional education .....	31
Student teaching .....	35

CHAPTER	PAGE
Follow-up studies of home economics	
education graduates .....	40
Accreditation and certification .....	42
Accreditation of institutions and programs .....	43
Certification of graduates .....	45
III. RESPONSES TO QUESTIONNAIRE .....	49
Report from Graduates .....	49
Evaluation of College Preparation for Teaching .....	52
Educational psychology and secondary principles .....	53
Home economics education courses .....	54
Student teaching .....	55
Home economics background .....	56
Clothing and textiles area .....	57
Foods and nutrition area .....	59
Family relations area .....	59
Child development area .....	59
Health area .....	63
Management and consumer education area .....	63
Housing and home furnishings area .....	63
Summary .....	67
Responsibilities of the Beginning Home	
Economics Teacher .....	67

CHAPTER	PAGE
Competence one - the teaching process .....	69
Competence two - program implementation .....	72
Competence three - interpersonal relationships .....	75
Competence four - teacher role and philosophy .....	75
Competence five - teacher-citizen role .....	77
Competence six - research .....	77
Summary .....	81
Expressions about the Student Teaching Experience .....	82
General Suggestions and Recommendations .....	86
IV. SUMMARY AND RECOMMENDATIONS .....	90
Summary .....	90
The problem .....	90
Procedure .....	91
Major findings .....	91
Recommendations .....	95
Professional education courses .....	95
Home economics .....	97
Responsibilities of the beginning teacher .....	98
In-service education .....	99
Further research .....	99
BIBLIOGRAPHY .....	100
APPENDICES .....	106

LIST OF TABLES

TABLE	PAGE
I. Majors Reported by Ninety-four Respondents .....	50
II. Summary of Adequacy of Preparation by Areas of Home Economics Reported by Fifty-three Respondents .....	68
III. Expressions of Adequacy of Preparation for Major Competences of Beginning Home Economics Teachers .....	81
IV. Reactions of Fifty-three Respondents to Student Teaching Experience .....	83
V. Suggestions from Fifty-three Respondents for Changes or Additions to Improve Adequacy of Student Teaching Experience in Home Economics .....	85

## LIST OF FIGURES

FIGURE	PAGE
1. Types of Work Engaged in by Ninety-three Home Economics Education Graduates, 1963-1964 .....	51
2. Adequacy of Preparation for Teaching in the Area of Clothing and Textiles Reported by Fifty-three Respondents .....	58
3. Adequacy of Preparation for Teaching in the Area of Foods and Nutrition Reported by Fifty-three Respondents .....	60
4. Adequacy of Preparation for Teaching in the Area of Family Relations Reported by Fifty-three Respondents ....	61
5. Adequacy of Preparation for Teaching in the Area of Child Development Reported by Fifty-three Respondents ...	62
6. Adequacy of Preparation for Teaching in the Area of Health and Care of the Sick Reported by Fifty-three Respondents .....	64
7. Adequacy of Preparation for Teaching in the Area of Management and Consumer Education Reported by Fifty-three Respondents .....	65
8. Adequacy of Preparation for Teaching in the Area of Housing and Home Furnishings Reported by Fifty-three Respondents .....	66
9. Expressions of Adequacy of Preparation in Relation to Competence One: The Teaching Process .....	70

FIGURE	PAGE
10. Expressions of Adequacy of Preparation in Relation to Competence Two: Program Implementation .....	73
11. Expressions of Adequacy of Preparation in Relation to Competence Three: Interpersonal Relationships .....	76
12. Expressions of Adequacy of Preparation in Relation to Competence Four: Teacher Role and Philosophy .....	78
13. Expressions of Adequacy of Preparation in Relation to Competence Five: Teacher-Citizen Role .....	79
14. Expressions of Adequacy of Preparation in Relation to Competence Six: Research .....	80

## CHAPTER I

### INTRODUCTION TO THE STUDY

The responsibility for preparing potential teachers to become effective directors of learning is increasingly important today. One of the major challenges of a modern college or university is the preparation of its graduates to meet satisfactorily the professional and personal demands made upon them after graduation. These demands change rapidly in this age of technological advancement. Throughout the nation there is a strong and growing interest in the development of effective courses and curricula in all areas of learning, including teacher education. Lyle stated that "curriculum building is a continuous process, and many kinds of facts and value judgments are needed in this process." She indicated that facts about the lives alumnae have led after graduation are useful in deciding the experiences which should be provided for today's students. Judgments by alumnae regarding the strengths and weaknesses of their college education also provide material worthy of consideration by those responsible.<sup>1</sup>

Change is an inherent part of our society and as inevitable as the passing of time. As a result, college and university curricula must keep pace. This requires continuous research into the ever changing needs of students and of society as a whole. Courses of study must be developed

---

<sup>1</sup>Mary S. Lyle, "Graduates Reflect on Their Education," Journal of Home Economics, 49:9-12, January, 1957.

and altered to meet the needs of the present generation. Anderson emphasized the importance of curriculum evaluation when he stated:

The rapidity of social change is in itself a reason for curriculum study. We may be uncomfortably aware that the changes in society seem to be racing with the speed of a jet plane, while the curriculum changes crawl like the tortoise. The scientific advancement in atomic energy alone, with its world-shaking consequences spells a need for change in the curriculum.<sup>1</sup>

Downs reported that the maintenance of high standards and improvements in college departments depend in part upon periodic reappraisals of the activities of the alumnae. These reappraisals are useful as aids in improving the curriculum. It may be desirable, she reported, to carry on a continual study which will provide information as to the effectiveness of the departmental program as well as guidelines indicating the ways in which improvements should be made.<sup>2</sup>

Student teaching is widely acknowledged as one of the most important aspects of the curriculum for preparation of teachers. Student teaching is a directed learning experience during which the student becomes increasingly responsible for guiding and directing learning by individuals and groups of pupils. It is a very special undertaking for

---

<sup>1</sup>Vernon E. Anderson, Principles and Procedures of Curriculum Development, p. 4.

<sup>2</sup>Annie L. Downs, "A Continual Follow-Up Study of the Activities of the Home Economics Graduates," unpublished Master's thesis, p. 1.

the prospective teacher; therefore, it is imperative that the student teacher have the best opportunity for a worthwhile, profitable experience.

### The Problem

Statement of the problem. The purposes of this study were (1) to determine the types of employment engaged in by graduates of the home economics education program; (2) to ascertain each graduate's feelings about adequacy of preparation for teaching in relation to professional education and home economics subject matter; and (3) to make recommendations for changes deemed desirable in relation to home economics and professional education experiences, including student teaching.

Importance of the study. A study at this time was considered appropriate because the five-week block plan for student teaching became a part of the home economics teacher education program at Kansas State University in the fall of 1962; hence, the 1963 graduates were the first group to experience that longer period for student teaching. This study was important, also, because some consideration is being given at the present time to a longer off-campus student teaching experience; hence, evaluations of their preparation for teaching made by respondents could make a valuable contribution to future planning.

### The Procedure

A questionnaire (Appendix A) was developed and sent to the 114 graduates who received degrees in home economics education from Kansas State University between January, 1963, and May, 1964. The questionnaire

was accompanied by a cover letter (Appendix B) explaining the procedure to be followed.

The first page of the questionnaire was to be answered by all respondents and dealt with general information such as the date of their graduation from Kansas State University and their major, professional positions held since graduation, and the type of work in which they were engaged at the time of the study.

Those who had taught and/or were teaching home economics classes were asked to complete the remainder of the questionnaire. It was felt that persons graduating during that period who had never taught home economics classes would react differently to the appraisal of their professional preparation for teaching and would be unable to evaluate the adequacy of this preparation in relation to a teaching experience.

A section of the questionnaire requested that respondents make a statement about each professional education course taken at Kansas State University in relation to the way in which they viewed its strengths and weaknesses in helping to prepare them for teaching home economics. Another section listed aspects of home economics grouped according to the seven areas of home economics and respondents were asked to indicate how they felt about the adequacy of their preparation for teaching each aspect listed. One section was concerned with the responsibilities of beginning home economics teachers. The respondents indicated which of these they were responsible for and how they felt about the adequacy of their preparation for those responsibilities. Responsibilities listed here were adapted from those developed at a workshop at which teacher

educators identified competencies expected of the beginning home economics teacher and reported by Dalrymple.<sup>1</sup>

In the remaining sections of the questionnaire, respondents indicated how they felt about their student teaching experience in relation to its length, course work involved, and the opportunities they felt they should have had in order to better prepare them for teaching home economics. Space was allowed for general suggestions and recommendations concerning the adequacy or inadequacy of their student teaching experience in preparing them for teaching home economics.

Most of the questionnaire items were developed as check list forms to enable respondents to reply quickly and easily and to help insure better coverage of all aspects of the study. In each division additional space was allowed to write comments or responses in addition to those elicited by specific items on the questionnaire.

It was possible to do a jury trial on the questionnaire prior to the final mailing. Five subjects who had graduated from Kansas State University or another institution offering a similar student teaching experience and who had taught home economics agreed to react to the questionnaire in regard to the clarity of directions given, ease in answering, amount of space for answers, and the orderly sequence of items. From their suggestions, the questionnaire was revised slightly and then sent to the subjects.

---

<sup>1</sup>Julia Dalrymple, "Concept Structuring of Home Economics Education Curriculum," Journal of Home Economics, 57:431, June, 1965.

Of a total of 114 questionnaires sent, five were received from respondents considered "foreigners" to the sample. Two of these had completed their student teaching according to the plan in operation prior to the "block" plan, and three had had professional home economics experience before returning to complete certification requirements. It was decided that responses from these five subjects would be somewhat different from those made by other subjects so they were not included in the study. Therefore, the sample consisted of a total of 109 possible respondents from which ninety-four responses were obtained. This gave a usable return of 86 per cent. From this total, fifty-three had taught and/or were teaching home economics, thus answering the entire questionnaire and forty-one completed only the first page of general information. Fifteen subjects failed to return their questionnaire in time to be included in the tabulation.

#### The Respondents

The participants in the study were those graduates who received their degrees in home economics education from Kansas State University between January, 1963, and May, 1964. Prior to the fall of 1962, the off-campus student teaching experience included a one week all-day experience in an area school and one-half day for one semester in the local city schools.

During the professional semester in their senior year, the respondents completed the following courses:

Methods of Teaching Home Economics -----	3 semester hours
Curriculum in Home Economics -----	3 semester hours
Teaching Participation (Student Teaching) -----	5 semester hours
Home Management -----	4 semester hours

Each semester was divided into two sections of eight weeks. One group of students was enrolled in Methods of Teaching Home Economics and Teaching Participation during the first eight weeks, while the other group took Curriculum in Home Economics and Home Management. At the end of the eight week period the groups interchanged so that each student completed all courses during the semester.

Prior to the block plan, the respondents had taken the pre-requisite courses listed below. Descriptions of each course are those that appear in the Kansas State University General Catalog.<sup>1</sup>

Educational Psychology I - Physical, intellectual, emotional, social, and personality development from conception to adulthood; understanding of these phases of development and their importance for education essential as background for those desiring to enter the teaching profession.

Educational Psychology II - The learning process, with special emphasis on the school environment, the teacher, and the evaluation of school learning.

Principles of Secondary Education - Junior and senior high school organization and objectives, their genesis and curriculum trends, characteristics of student population, and Kansas legal status and practice.

Various courses in home economics were completed by the subjects, depending upon their major, which may have been home economics education (Vocational), home economics education (Non-vocational), home economics-extension, or a combination of any of these with minor fields of study.

---

<sup>1</sup>Kansas State University. Kansas State University Bulletin. General Catalog: 1964-66. Vol. XLVIII, p. 201.

A minimum of 34 hours in all areas of home economics was taken by each student, with the major portion of this work completed prior to student teaching.

After the respondents graduated from Kansas State University, no accurate record was kept regarding the changes of names and addresses or the types of activities in which the graduates were engaged. It was a purpose of this study to determine the present situations of those graduates.

#### Definition of Terms

Terms are defined for use in this study as adapted from Peterson.<sup>1</sup>

Student teacher. A student enrolled in a teacher education program in a college or university who is gaining teaching experience in a classroom under the supervision of an experienced teacher.

College supervisor. The person who assumes responsibility for preparing the student for her student teaching experience, who helps her evaluate her teaching effectiveness, and who functions as a coordinator for other aspects of the program.

Off-campus student teaching experience. Student teaching done in a student teaching center in a public school system.

---

<sup>1</sup>Bernadine H. Peterson, "A Study of the Off-Campus Student Teaching Experience in Home Economics at the University of Wisconsin," unpublished Master's thesis, p. 10.

Professional education courses. Planned experiences dealing directly with the teaching-learning process and the teacher's responsibilities related to the guidance of that process.

Student teaching center. The school or classroom in which the student teacher gains teaching experience.

Supervising teacher. The experienced teacher in the student teaching center who guides the student during her teaching experience.

Student. A college senior preparing to teach home economics.

## CHAPTER II

### THE TEACHER EDUCATION CURRICULUM IN HOME ECONOMICS

The events of the past several years have focused attention sharply on the purposes and the functions of American higher education. Dressel maintained that several associated developments in American higher education make it necessary that we re-examine the course and curriculum structure and the associated instructional program.<sup>1</sup>

He reported that the first of these developments dated back to the middle nineteenth century when colleges and universities first began to add vocational curricula of various types to the undergraduate program offerings. Many of these vocational curricula were, in their early stages, oriented to the doing of specific tasks, and the purpose of this education was to demonstrate the "how" more than the "why" of each procedure. The second development was the astronomical rate of expansion of knowledge in basic fields. A meaningful organization of knowledge would be necessary if the worth of the knowledge is to be appreciated and its utility made apparent.

The third factor, obviously interrelated with the rest, is that, with increases in numbers of courses and in curricula in the undergraduate program, it has become increasingly impossible for either student or professor to grasp the meaning of the total undergraduate experience. The identification of a limited number of central or key

---

<sup>1</sup>Paul L. Dressel, "The Role of Concepts in Planning the Home Economics Curriculum," Home Economics Seminar, p. 7.

ideas or concepts widely applicable in several fields and useful at a number of different levels of sophistication in each field is one way to bring about some sense of unity of knowledge. Dressel stated that "a number of the basic disciplines and many of the professional and technical fields have come to recognize the necessity of curriculum<sup>1</sup> revision."

#### Guidelines for Curriculum Development

Curriculum innovations down through the ages have come chiefly in response to theological and political demands, only occasionally as the result of systematic inquiry. Foshay and Hall reported that during the past fifty years or so attempts at basing proposed curriculum improvements on systematic inquiry have been gaining in frequency. Now most such proposals make some claim to being based on "the facts."<sup>2</sup>

"It is obvious," stated Doll, "that curriculum improvement does not occur automatically."<sup>3</sup> Primarily, curriculum improvement results from improvement of individual persons and organizations of people. Doll identified four actions which seem to have special effects on facilitating curriculum improvement. Stated in the imperative form, they are as follows:

---

<sup>1</sup>Ibid., p. 8.

<sup>2</sup>Arthur W. Foshay and James H. Hall, "Research in Curriculum Improvement," Research for Curriculum Improvement, p. 6.

<sup>3</sup>Ronald C. Doll. Curriculum Improvement: Decision Making and Process, p. 120.

1. Cause the climate and the working conditions in the institution to encourage curriculum improvement. Climate and working conditions, like employees' morale, may be said to result from many little actions and influences.
2. Achieve and maintain appropriate tempo in curriculum improvement. The fundamental problem is one of maintaining balance between gradualism and rapidity.
3. Arrange for a variety of activities that lead to improvement. The expedient, for the present, is to use a variety or a combination of activities which seem most likely to serve a given purpose, and then to evaluate their effectiveness to assist decision-making in the future.
4. Build evaluation procedures into each curriculum improvement project. The thinking process should follow this sequence: objectives, to evaluation, to activities which are useful in achieving the objectives and whose effects can properly be evaluated.<sup>1</sup>

Taba regarded curriculum development as a complex undertaking that involves many kinds of decisions. Decisions need to be made about the general aims which schools are to pursue and about the more specific objectives of instruction. The major areas or subjects of the curriculum must be selected, as well as the specific content to be covered in each. Choices must be made about the types of learning experiences with which to implement both the content understandings and other objectives. Decisions are needed regarding how to evaluate learning by students and the effectiveness of the curriculum in attaining desired goals. And, finally, a choice needs to be made regarding what the over-all pattern of the curriculum is to be.<sup>2</sup>

---

<sup>1</sup>Ibid., p. 131.

<sup>2</sup>Hilda Taba, Curriculum Development Theory and Practice, pp. 6-7.

Conant believed that there are certain basic procedures and policies in all types of educational institutions that could be improved, and that it is in this area that colleges and universities should be attempting to raise their standards. He felt that one would be quite mistaken to believe that a student necessarily gets a better academic education in one type of institution over another.<sup>1</sup> He concluded that "a common intellectual experience is unlikely to be an actuality in higher education in this country in any given year, in any given state, and with some exceptions on any given campus."<sup>2</sup>

"The process of curriculum improvement," stated Oliver, "encompasses activities which result in the end product, the curriculum."<sup>3</sup> He indicated that curriculum improvement was shown to be a comprehensive concept involving many individuals and groups in a number of activities. It included changing people, making decisions, cooperating on a broad base, developing a functional educational philosophy, studying pupils and their environment, keeping up to date with knowledge, studying ways to improve instruction, carrying on evaluation, and finding the relationships among these phases.<sup>4</sup>

---

<sup>1</sup>James Bryant Conant, The Education of American Teachers, p. 77.

<sup>2</sup>Ibid., p. 90.

<sup>3</sup>Albert I. Oliver, Curriculum Improvement A Guide to Problems, Principles and Procedures, p. 13.

<sup>4</sup>Ibid., p. 15.

Changes in teacher education programs are fairly sure to move in random directions in the absence of knowledge of results. Chadderdon emphasized that the relation of evaluation to curriculum planning is fundamental. Plans for strengthening a curriculum can be based on the evidence of its successes and weaknesses.<sup>1</sup> Woodruff stated that "there is a principle of learning that tells us there is no progress without knowledge of results."<sup>2</sup> He also believed that for the next several years faculties of education and their colleagues in departments which share in teacher preparation ought to work on formulation of studies from which can be obtained better evidences of results than we educators now have.<sup>3</sup>

All programs of education at all levels face the insistent need for self-examination and reappraisal of their roles and their contributions to education in a rapidly changing social and world order. Those participating in the French Lick Seminar concluded that in light of changes in the educational scene, it becomes increasingly evident that only those disciplines which have emerged as mature, well-defined fields of knowledge and which have kept abreast of, and become involved in, current educational progress and developments, will endure in the university setting.<sup>4</sup>

---

<sup>1</sup>Hester Chadderdon, "Evaluation and Research," The Bulletin of the National Association of Secondary-School Principals, 48:66, December, 1964.

<sup>2</sup>Asahel D. Woodruff, "Problems in Improving Teacher Education," Journal of Teacher Education, 14:243, September, 1958.

<sup>3</sup>Ibid.

<sup>4</sup>Dressel, op. cit., p. 19.

"Institutions which prepare teachers are probably destined for an era of program development," reported Doll.<sup>1</sup> He believed the purposes for such program development would be broadened personal, academic, and professional education of teacher candidates, as well as success in getting them to teach as they have been taught to teach, rather than as they themselves were once taught.<sup>2</sup>

### The Preparation of the Secondary Home Economics Teacher

"Home Economics has grown up in a scientific age of startling technological, social, and economic changes," stated Amidon.<sup>3</sup> For those working in the area, as well as for people everywhere, the very rapidity of change is itself a new phenomenon. The impact of change was stressed by the American Home Economics Association Committee on Philosophy and Objectives when it was reported that

a profession today must be willing--and equipped--to recognize and be guided by change and to relate its research and other activities to change. . . . Home Economists must be among the first to anticipate and recognize change, to weigh the capacities of the individual to meet new demands, and to set new directions for professional programs of benefit to families.<sup>4</sup>

---

<sup>1</sup>Doll, op. cit., p. 214.

<sup>2</sup>Ibid.

<sup>3</sup>Edna P. Amidon, "Home Economics in a Scientific Age," Journal of Home Economics, 50:655, October, 1958.

<sup>4</sup>Committee on Philosophy and Objectives of Home Economics, Home Economics New Directions, p. 8.

Martin concluded that for our future well-being, home economists must find more effective ways to grow together, to keep the scene in focus, and to give our people confidence in their ability to change when the way is not easy but is at least charted.<sup>1</sup>

The individual's total education has significance in preparing him for dealing with the problems which he and his society face. The participants in the French Lick Seminar indicated that the course and content of a major curriculum should be selected with a view to the use that will be made of that knowledge in professional situations. The responsibility of preparing professional home economists who are competent to deal with the problems of the field requires that the content of the professional components of the curriculum be precisely defined.<sup>2</sup>

Home economics education stands at a turning point in its long and impressive development. There is an apparent necessity for preparing secondary teachers who have competences in all the phases of home economics commonly included in secondary school programs. Many educators would agree with Lee and Dressel, that although the several different fields of home economics have become departmentalized in colleges and universities, each handled by a distinctively prepared faculty, few public schools are able or willing to hire an array of specialists to staff the various courses or units offered in home economics.<sup>3</sup>

---

<sup>1</sup>Edna Martin, "Trends in Home Economics Education," Journal of Home Economics, 45:23, January, 1953.

<sup>2</sup>Dressel, op. cit., p. 24.

<sup>3</sup>Jeanette A. Lee and Paul L. Dressel, Liberal Education and Home Economics, p. 90.

Lee and Dressel noted that the need to supply teachers of "domestic science" in the public schools introduced the first professional focus in home economics in colleges and universities.<sup>1</sup> The Smith-Hughes Vocational Education Act, passed in 1917, included home economics, although home economics programs in high schools have continued to emphasize the preparation of adolescent girls for the vocation of homemaking rather than for the broader field of "vocations" including homemaking as implied in the original bill. The attention given to the manipulative skills related to sewing, cooking and housekeeping, which had reasonable justification at that period in history, created a demand for teachers with considerable proficiency in all these skills. Thus, in spite of the early arguments that courses stressing manipulative skills for college credit were questionable, the need to prepare teachers with competence in these manipulative skills opened the way for more and more such courses at the college level.<sup>2</sup>

As time went on and skills needed for homemaking changed from those mainly manipulative in nature to those mainly cognitive in nature, a change in emphasis in college programs was evidenced. Lee and Dressel reported that faculty members and students in eight institutions studied in 1959 expressed the view that all teachers should be both liberally educated people and competent in their special subject matter.<sup>3</sup> Martin

---

<sup>1</sup>Ibid., p. 56.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 57.

stressed the importance of this four-year period when she stated that

We cannot afford to have the educational program for such an important task [the preparation of home economics teacher] either slow and out-moded or bizarre and superficial. It must be practical, scientific, vital, and the very best education we are able to provide.<sup>1</sup>

Competences of the beginning home economics teacher. In October, 1964, twenty-six home economics teacher educators, representing twenty-four higher education institutions in the United States, and two members of the Home Economics Education Branch staff of the U. S. Office of Education met at the University of Nevada to identify basic competences deemed desirable for the beginning home economics teacher and to develop the concepts considered necessary if these competences were to be attained by students in college programs. During the one-week seminar the participants identified seven competences and appropriate related concepts for home economics teacher education students at the preservice level. They also did some exploratory work on stating generalizations related to these basic concepts, but lacked time for completing and refining them. From their work, the following competences and major concepts were identified:<sup>2</sup>

COMPETENCE	MAJOR CONCEPT
1. Integrates philosophy of life, philosophy of education, and philosophy of home economics as a basis for thought and action.	Philosophy of home economics education
2. Identifies and accepts the professional role of the home economics teacher.	Professionalism - the home economics teacher

<sup>1</sup>Martin, op. cit., p. 24.

<sup>2</sup>Dalrymple, "Concept Structuring of Home Economics Education Curriculum," Journal of Home Economics, 57:431, June, 1965.

- |  |   |
|--|---|
| 3. Establishes and maintains mutually satisfying or acceptable interpersonal relationships in the professional environment.                              | Interpersonal relationships in professional environment.                                      |
| 4. Plans and implements effectively the part of the home economics program for which she is responsible.   | The home economics program.   |
| 5. Teaches effectively.  | Organization, guidance, and evaluation of the teaching-learning process.                      |
| 6. Uses and participates in research.  | Research.   |
| 7. Co-operates as a home economics teacher-citizen in local and expanded community efforts which have significance for individual and family well-being. | Interrelatedness of individual, family, school, and community for the well-being of families. |

These competences and major concepts provide a framework for viewing and evaluating the preservice teacher education program in home economics.

Regier believed that during the period that the prospective teacher is preparing to qualify as a teacher, there is a body of knowledge and certain specific skills, attitudes, and understandings essential to the success of the individual.<sup>1</sup> In his recently completed study, Regier called upon administrators and teachers to rate the competences of teachers on a five-point scale. The competences upon which

---

<sup>1</sup>Herold G. Regier, "Identification of Teacher Competencies to be Developed Pre-Service and Those Believed to be Developed Best In-Service," New Developments, Research, and Experimentation in Professional Laboratory Experiences, p. 172.

there appeared to be need for strong emphasis during the pre-service period and for which beginning teachers received relatively high ratings were: (1) possessing mastery of subject matter content, (2) understanding and skill in fields related to subject matter taught, (3) exhibiting emotional stability, (4) having such personal qualities as good manners, enthusiasm for teaching, alertness, satisfactory personal appearance and appropriateness of dress, and (5) securing teaching positions and seeking promotion in a professional manner. He concluded that the in-service part of the teacher's education cannot be left to chance.<sup>1</sup>

The authors of the NASSP Bulletin reported that in addition to the general qualifications of all good teachers, competences of particular importance for the teaching of home economics include:

Understanding and acceptance of different family practices, goals and values.

Understanding of influences of values upon behavior and an awareness of their own value systems.

Awareness of social and economic changes affecting family living and of ways to modify programs to adapt to changes.

Ability to work with parents and other family members. Cooperative planning with parents increases the teacher's understanding of homes and encourages application of class learnings in home situations.

Understanding of concepts and generalizations basic to home economics.<sup>2</sup>

---

<sup>1</sup>Ibid., p. 173.

<sup>2</sup>"Home Economics in the Secondary School," The Bulletin of the National Association of Secondary-School Principals, p. 95.

Home economics education as teacher education. In a college or university the home economics education curriculum is designed to prepare students for teaching in secondary and elementary schools in classes for youth and adults. The Committee on Criteria for Evaluating College Programs in Home Economics implied that the home economics education curriculum presupposes that the student has achieved the objectives of the home economics core or basic background in home economics. Objectives beyond those of the core which they felt were important are:

1. Understanding of the social situation as it affects family life.
2. Understanding of the interdependence of families and society at large.
3. Understanding of the different goals individuals and families may set for themselves and the variety of ways in which they may achieve these goals.
4. Understanding of the attitudes, abilities, skills, and habits essential to successful living in the home and to the satisfactory management and operation of the home.
5. Developing skills in meeting the social, emotional, and physical needs of a family.
6. Developing abilities in applying these skills to helping individuals and families to set and maintain goals satisfying to themselves and to society.
7. Developing a sound philosophy of education and home economics.
8. Understanding of the place of education in modern society and the contribution of home economics to a broad educational program.
9. Understanding of the fundamental principles of learning and attaining the abilities necessary to apply them in teaching.

10. Acquiring the abilities needed to translate one's philosophy into a program of home economics, to select the learning experiences, and to develop or choose the curriculum materials and evaluation instruments essential for such a program.
11. Understanding of and ability to work congenially with students and their families, professional co-workers, and adults.
12. Understanding of the work of other individuals, groups, and organizations whose purposes are in part similar or related to those of home economics, and ability to work cooperatively with them.<sup>1</sup>

Knowledge is essential to teaching, but it takes more than knowledge to insure effective teaching. The Committee on Criteria for Evaluating College Programs in Home Economics indicated that good teachers have a zest for teaching and they know how to make the search for learning an interesting and exciting experience to students.<sup>2</sup> The above named committee reported that, in general, college students enrolling in home economics have a favorable attitude toward learning in the field. Home economics can be realistic to students and can have an immediate value not always present in other learning situations. The learning in a beginning course in home economics can be built on and broadened in later courses. There is a relatedness in the different phases of home economics unlike that in some other fields.<sup>3</sup> Learning acquired in one course can be applied in another. The students' learning of manual

---

<sup>1</sup>American Home Economics Association, Home Economics in Higher Education, pp. 48-9.

<sup>2</sup>Ibid., p. 79.

<sup>3</sup>Ibid., pp. 81-2.

skills, routine operations, and those cognitive skills related to planning, executing, and evaluating learning situations may result in immediate application in the classroom. Because of this inter-relatedness there is less chance in home economics than in many subjects to forget learning through lack of use.

Thomas reported that for the school year 1962-63 more than one half, or fifty-five per cent, of the undergraduate majors in all home economics curriculums were enrolled in the home economics education curriculum.<sup>1</sup> Thomas indicated that during the first year following graduation three fourths of the home economics education graduates were teaching, or employed in other professional-level positions, and she felt that was indicative of the employment possibilities for persons who choose home economics education as a major field of study.<sup>2</sup>

Changes in the home economics teacher education curriculum need to be made constantly in order to meet the changing needs of families and to increase the graduates' feelings of adequacy concerning their preparation to teach. Hough emphasized that home economics teachers have more and more responsibility for keeping up to date on such developments as the latest fibers and finishes in textiles, the prepared and semi-prepared foods, the numerous household appliances, new developments in

---

<sup>1</sup>Virginia F. Thomas, Enrollment in Home Economics Education and Employment Status of Graduates the First Year Following Graduation 1962-63, p. 1.

<sup>2</sup>Ibid., p. 3.

housing and home furnishings, and current research in child development and family relationships.<sup>1</sup> These new developments have brought about needs for guidance and new and expanded experiences in the home economics program to assist in developing in future teachers of home economics the degree of pre-service preparation that will permit them to meet both professional and personal needs and to want and be able to continue to learn.

Home economics courses. Lee and Dressel reported that as the content of home economics was broadened to include the social-science-based areas and attention began to focus on family life education in its broadest sense in both high school and college programs, courses such as family relationships, home management, consumer economics, human and child development, and housing were added in most college programs in addition to the well-established areas of nutrition, foods, clothing, textiles, and applied art.<sup>2</sup>

Hall and Paolucci emphasized the fact that potential home economics teachers have taken courses in various subject matter areas which were oriented toward giving technical information for both professional and personal use. From the content of the subject-matter areas required in pre-service teacher education, the home economics teacher should gain information, knowledge, skill, and practice that will enable her to guide pupils to:

---

<sup>1</sup>Janet Hough, "An Analysis of the Adequacy of Preparation for Teaching Home Economics by 158 Graduates from the New York State College of Home Economics at Cornell University," unpublished Master's thesis, p. 65.

<sup>2</sup>Lee and Dressel, op. cit., p. 56.

1. Provide a home environment conducive to satisfying family life for all members at all stages of the life cycle;
2. Nurture the young and foster their healthy growth and development;
3. Direct consumption of food, clothing, housing, and other goods and services toward meeting physical, social, and psychic needs;
4. Form intelligent decisions concerning the use of material and human resources and accept responsibility for the outcomes of decisions made;
5. Perform the physical work of homemaking in such a way that it contributes effectively to furthering individual and family goals.<sup>1</sup>

The college teacher is concerned primarily with preparing professional persons in home economics; but the secondary teacher is concerned primarily with orienting her teaching toward making contributions to better family life for pupils through the various areas of home economics. High school pupils are not preparing to be specialists in the field but will be using what they learn in their day-to-day living as family members. The ever increasing amount of knowledge available requires that careful selection be made of the most significant things to be taught at the secondary level. Lawson stated that "current problems, concerns, and strengths of families serve as the criteria in determining secondary program emphases and course content."<sup>2</sup> She indicated the need for focus on the following areas: (1) insight and understanding

---

<sup>1</sup>Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, p. 136.

<sup>2</sup>Dorothy S. Lawson, "Education for Improved Family Living," The Bulletin of the National Association of Secondary-School Principals, p. 15.

of human growth and development; (2) management of personal and family resources; and (3) personal and family relationships.<sup>1</sup> Thus, if this is the content which is to be included in high school programs, potential teachers need to study these areas in depth as a part of pre-service education.

Curricula analyzed by Lee and Dressel seemed committed to the objective of preparing the "generalist for high school teaching--that is, one who is prepared to teach all aspects of home economics subject matter."<sup>2</sup>

There is a problem of achieving depth in any area of home economics while providing this much breadth. For example, the seven areas of subject matter which are taught in vocational home economics programs in Kansas are identified in the State Curriculum Guide as follows:

Child Care and Development  
 Clothing and Textiles  
 Foods and Nutrition  
 Health and Safety  
 Personal and Family Relations  
 Home Management and Consumer Education  
 Housing, Home Furnishings and Related Art<sup>3</sup>

Work groups at the French Lick Seminar emphasized the breadth-depth problem. They concluded that the concept approach is one way of attacking this breadth-depth problem in curriculum development.<sup>4</sup>

---

<sup>1</sup>Ibid., p. 16.

<sup>2</sup>Lee and Dressel, op. cit., p. 57.

<sup>3</sup>State Board for Vocational Education, Kansas Guide for Home-making Education, p. 6.

<sup>4</sup>Dressel, op. cit., p. 23.

Heywood emphasized the complexity of the generalist-versus-specialist issue when she identified desirable characteristics of the beginning home economics teacher.

. . . I should look for breadth of knowledge in home economics, and, if possible, depth in some field of major interest. . . . While no one expects the newly graduated worker to be a specialist in all fields, it is important that she know the scope of the profession, and her self-confidence will be strengthened if she is able to operate competently and somewhat independently in some subject matter field.<sup>1</sup>

There is no definite answer to the depth-breadth problem. As was mentioned earlier, more freedom is being allowed in choice of courses in college curricula in order to permit the student some freedom in selection. Regardless of where the immediate emphasis is placed, a quality program of teacher should assure the student of sufficient mastery and depth in his field of specialization.

General education (the liberal arts). Rhinelander defined liberal education as that part or aspect of a student's academic education which is designed to be of value without regard to the particular profession or calling which he intends to take up.<sup>2</sup> In this sense, liberal education is contrasted with vocational education or professional education which is primarily directed to assist in preparing the student for a particular calling.

---

<sup>1</sup>Ibid., p. 25.

<sup>2</sup>Philip H. Rhinelander, "General Education and Pressures for Specialization," Current Issues in Higher Education, Critical Decisions in High Education, p. 253.

The goals of general education programs not only are consistent with those of teacher education, but are of importance to every future teacher. Stratemeyer and Lindsey reported that the stated goals of many general education programs are these:

1. To assist each student in the development of physical and mental well-being;
2. To help each student master the art and skills of communication;
3. To aid each student in deepening his understanding of our culture, its institutions and values, its relation to other cultures of the world;
4. To help each student acquire the values and sensitivities which contribute to intelligent citizenship in a democracy;
5. To provide each student with opportunities to acquire basic acquaintance with the bodies of human knowledge as they relate to understanding, meeting, and dealing effectively with social and personal problems.<sup>1</sup>

It was stated in the report of the President's Commission on Higher Education that:

the crucial task of higher education today, therefore, is to provide a unified general education for American youth. Colleges must find the right relationship between specialized training on the one hand, aiming at a thousand different careers, and the transmission of a common cultural heritage toward a common citizenship on the other.<sup>2</sup>

The Commission defined general education as "the term that has come to be accepted for those phases of nonspecialized and nonvocational

---

<sup>1</sup>Florence B. Stratemeyer and Margaret Lindsey, Working with Student Teachers, p. 25.

<sup>2</sup>American Home Economics Association, op. cit., p. 31.

learning which should be the common experience of all educated men and women."<sup>1</sup>

Averill was persuaded that people in our contemporary society need to be liberally educated as much as they ever did. He went beyond a formal definition by attempting to draw a profile of the liberally educated man:

1. He is intellectual rather than bookish.
2. He is competent rather than competitive.
3. He is committed rather than captured.
4. He is informed rather than opinionated.
5. He is discriminating rather than prejudiced.
6. He is compassionate rather than condescending.<sup>2</sup>

Junge, Lofthouse, and Suchara believed that the well-educated teacher must feel at home in her world and her own time, and must have a sense of confidence with a range of topics if she is to guide and inspire learners. The latter have a right to expect teachers to be informed about changes in the social, economic, technological, and political fields and to understand the implications of those changes.<sup>3</sup>

As knowledge in the basic disciplines, as well as in home economics, increased the difficulty of developing curricula to incorporate both the breadth and depth in the basic liberal arts areas, on

<sup>1</sup>Ibid., p. 31.

<sup>2</sup>Lloyd J. Averill, "The Vulnerability and Viability of the Liberal Arts," Current Issues in Higher Education, Undergraduate Education, p. 56.

<sup>3</sup>Charlotte W. Junge, Yvonne Lofthouse, and Helen T. Suchara, "A Rationale for Professional Laboratory Experiences," The Outlook in Student Teaching, p. 134.

which home economics professes to build, has grown proportionately.

Home economics as a field of study has its roots not only in the physical and biological sciences, but in psychology, sociology, economics, and art. Amidon indicated that home economists draw from these basic disciplines to solve problems facing homes and families, using the scientific method, but also recognizing human and artistic values in life.<sup>1</sup>

In the eight institutions they studied, Lee and Dressel found liberal arts requirements to vary from 27 to 60 per cent of the total credits.<sup>2</sup>

Lee and Dressel reported that administrators, faculty members, whether in home economics or arts and sciences, and students tended to accept the following views concerning liberal arts in home economics:

1. Home economics courses can and some do contribute significantly to liberal education goals.
2. The valuing of arts and science courses solely for their vocational contribution constitutes an unsatisfactory approach to liberal education.
3. The common pattern of an array of first courses in many arts and science disciplines requires some revision to permit somewhat greater depth experience in at least one or two disciplines.
4. The how-to-do-it skills aspect of home economics should be minimized or eliminated.

---

<sup>1</sup>Amidon, op. cit., p. 656.

<sup>2</sup>Lee and Dressel, op. cit., p. 65.

5. Home economics could and should contribute more to the liberal education of all students than it presently does.
6. The offerings of the liberal arts and science departments require constant review and revision to prevent them from reverting to narrow, specialized offerings ill-suited to make a liberal education contribution to all students.<sup>1</sup>

It is also of significance to note that the majority of students interviewed, regardless of the professional or liberal nature of the home economics program, were desirous of achieving a liberal education as well as some vocational competency. Faculty members and students alike expressed the view that all teachers should be both liberally educated people and competent in their special subject matter.<sup>2</sup>

Professional education. The role of professional education, as reported by the participants of the French Lick Seminar, is to prepare the individual for solving or dealing with the problems of his chosen field.<sup>3</sup> Breadth as well as depth of educational experience is of utmost significance in the preparation of any competent "professional." Professional education in this discussion will be that related only to teacher education.

Stratemeyer and Lindsey defined professional education in teacher education as meaning those planned experiences dealing directly with the teaching-learning process and the teacher's work related to the guidance of that process. They reported that in almost all programs, these will include systematic study of:

---

<sup>1</sup>Ibid., pp. 87-8.

<sup>2</sup>Ibid., p. 57.

<sup>3</sup>Dressel, op. cit., p. 23.

1. Human growth and development
2. The nature of the learning process
3. Selection and organization of curriculum experiences
4. History and philosophy of education
5. General and special methods of teaching.<sup>1</sup>

Professional laboratory experiences--direct contacts with children, youth, and adults in school and community situations--are frequently a part of most of these courses.

Like all parts of higher education programs, professional education is characterized by diversity from one institution to the next. Stratemeyer and Lindsey categorized the apparent differences according to the amount of professional education, the placement of it in the total program, and the nature of the experiences and their organization within it.<sup>2</sup>

Junge, Lofthouse, and Suchara believed that professional education, which usually includes studies in educational theory and practice, must be given focus in an analysis of teaching and that components or "performance responsibilities" must be identified and understood.<sup>3</sup> They felt that professional education consisted of those facets which contributed to the teacher's understanding of and skill in guiding learners and in working with school personnel and other adults concerned with the education and status of children.<sup>4</sup>

---

<sup>1</sup>Stratemeyer and Lindsey, op. cit., p. 27.

<sup>2</sup>Ibid., p. 28.

<sup>3</sup>Junge, Lofthouse, and Suchara, op. cit., p. 137.

<sup>4</sup>Ibid., p. 133.

Zulauf, in a study of the teacher education program at Northern Illinois State University, found that specific methods courses offered by major departments were judged to be of much value. He reported that, in the judgment of beginning teachers responding, the other professional courses, with the exception of student teaching, could have been improved had they provided more laboratory experiences and presented more specific applications of theories taught. Zulauf concluded that student teaching was the most valuable course in the professional sequence and, except for student teaching, the courses in the professional sequence, other than specialized methods courses, apparently failed to meet the needs of the beginning teachers.<sup>1</sup>

Cox and Smith identified some of the weaknesses of professional education courses and found that the quality of instruction was considered inadequate by one student in five. However, the assumption that the content of professional education courses is excessively repetitive was not supported by their study.<sup>2</sup>

Nash and Lofthouse reported that when the first course in education is an "electric" introduction to teaching or is a so-called "social foundations" course, it is almost universally disliked by students. They further indicated that any first course in education has formidable obstacles to overcome such as:

---

<sup>1</sup>The Association for Student Teaching, Research Abstracts Bulletin, No. 3, p. 23.

<sup>2</sup>T. Dan Cox and Herbert F. A. Smith, "Duplication of Course Content: Student Teachers' Attitudes," Journal of Teacher Education, 10:46, March, 1959.

1. Condemnation of this and other education courses from one or more of their professors.
2. University administrators often treat this course like introductory courses in other fields and may enroll 60-600 students under a single instructor.
3. A large percentage of those enrolled take the course only as insurance in case they do not get admitted to some other professional school or simply because they have not yet made a vocational choice.
4. The introductory course frequently falls to the newest, youngest, and least experienced member of the faculty.
5. Those coming into a first course in education expect that it will have something rather immediate or obvious to do with teaching.<sup>1</sup>

Edelfelt indicated that teacher educators need to be more precise about what they think teaching is, what learning is, and what the role of the teacher and the school is. He felt that on these various questions teacher educators need a measure of agreement and understanding on the part of a particular college and the people engaged in a program of preparing teachers.<sup>2</sup>

Students are likely to be having laboratory or observation experiences in connection with their professional education courses, for it is in that part of their teacher education program that future teachers concentrate on obtaining first-hand experiences with children,

---

<sup>1</sup>John I. Goodlad, "An Analysis of Professional Laboratory Experiences in the Education of Teachers," New Developments, Research, and Experimentation in Professional Laboratory Experiences, p. 34.

<sup>2</sup>Ray A. Edelfelt, "Some Ideas on the Conant Proposals for Student Teaching," New Developments, Research, and Experimentation in Professional Laboratory Experiences, p. 99.

youth, and adults in school and community situations. According to Stratemeyer and Lindsey, some professional laboratory experiences will focus on general aspects of teaching, while others will center on intensive study of a detail in the teaching-learning process. Some will be characterized by a student sitting back and actively observing the teacher or pupils; others by a student actually teaching a small group or a whole class.<sup>1</sup>

Student teaching. If student teaching is regarded as an important part of the students' professional educational program, it is imperative that student teachers have the best possible opportunity for a good beginning experience. Jaituni indicated that the student teaching period should become a sort of personalized introduction to teaching which gradually readies the students for full-time teaching. She reported that studies have shown that student teachers' needs and problems are as varied as those of any other groups of learners and that it is impossible for any student teacher to go through this training period without experiencing some difficulty.<sup>2</sup>

As a beginner, the student teacher is usually eager to succeed and to educate herself as an effective director of learning. Curtis and Andrews stated:

---

<sup>1</sup>Stratemeyer and Lindsey, op. cit., p. 39.

<sup>2</sup>Anupama Jaituni, "A Study to Discover How Selected Northern Illinois University Home Economics Student Teachers Feel About the Adequacy of Their Preparation to Teach Home Economics at the Secondary School Level," unpublished Master's thesis, p. 1.

In the minds of these prospective teachers, there are two major reasons for the great importance of student teaching; it is something real and practical, and success in student teaching has a lot to do with getting a job and with success on the job.<sup>1</sup>

There are several people involved in the student teaching program, but the three persons most closely associated are the student teacher, the supervising teacher, and the college supervisor.

Walsh reported that the practices these three persons employed individually and collectively have a direct influence on the success of the student teaching program.<sup>2</sup> However, she indicated there is sometimes a lack of consistency in beliefs. The college supervisor seems to be idealistic in what she expects of the student teacher and supervising teacher, and in reverse, she does not expect as much of herself as others expect of her. There was less agreement among participants about their own roles than about the roles of other participants in the student teaching experience.<sup>3</sup>

If the improvement of teacher education is a responsibility of the total profession, then there must be a partnership between teacher-education institutions and the schools for which they are preparing personnel. Schooling reported that in a study done by the North Central Association of Colleges and Secondary Schools, 80 per cent of the classroom teachers involved in the study considered it a professional

---

<sup>1</sup>Dwight Curtis and Leonard Andrews, Guiding Your Student Teacher, p. 4.

<sup>2</sup>Ann Louise Walsh, "Some Practices in Home Economics Student Teaching Which Produce Satisfactory Supervisory Relationships," unpublished Master's thesis, p. 16.

<sup>3</sup>Ibid., p. 98.

responsibility and welcomed the opportunity to share in the preparation of a new generation of teachers. Most of the remaining 20 per cent, while accepting the responsibility reluctantly, considered it to be necessary responsibility.<sup>1</sup> The motivation for participation in the teacher-education program seems primarily to be that of assisting the profession to perpetuate itself.

Allen found that student teaching programs involving their teachers as supervising teachers are favored by public school administrators and that these programs occur most often in schools near the college or university.<sup>2</sup>

To make student teaching successful in the public schools, the principal must be willing to accept the leadership role in providing the proper setting for new student teachers. French indicated that administrators should welcome student teachers and help them become an integral part of the public schools during their student teaching experience. He stated that "the principal must have a sympathetic and thorough understanding of each student teacher."<sup>3</sup> Schwartz emphasized

---

<sup>1</sup>H. W. Schooling, "Partnership in Teacher Education," National Education Association Journal, 51:61, May, 1962.

<sup>2</sup>Mable Elrod Allen, "Attitudes Toward the Supervisory Teaching Program," Journal of Home Economics, 50:286-7, April, 1958.

<sup>3</sup>James French, "The Principal's Role in Professional Laboratory Experiences," New Developments, Research and Experimentation in Professional Laboratory Experiences, p. 132.

the fact that the principal should assume responsibility for a student teaching program in his school only if he can give it the attention it requires.<sup>1</sup>

In discussing her own experience as a student teacher, Burnett reported that student teaching had helped her in three areas--realism, organization, and confidence in her own judgment. She concluded by stating:

I think it is impossible to become a better teacher without becoming a better person, or a better person without becoming a better teacher. The student teaching program was designed to make better teachers. But it has also made me a more efficient, effective, self-assured young woman.<sup>2</sup>

No two student teaching experiences can be identical even for students from the same institution, and, from one institution to another, student teaching programs vary widely. Hall and Paolucci indicated that there are differences with respect to the length of the student teaching period, whether full-time is devoted to student teaching or other college courses are carried at the same time, whether the student teacher goes off-campus to teach or continues to reside on campus, and whether she is assigned to handle a particular situation alone or shares the assignment

---

<sup>1</sup>Shella Schwartz, "The Principal's Role in the Student Teaching Program," Journal of Teacher Education, 13:80, March, 1962.

<sup>2</sup>Jeanne Kendall Burnett, "A Student Teacher Speaks," Journal of Home Economics, 53:305-6, April, 1961.

with others. There are also differences in the kinds of growth opportunities afforded depending on the type of school in which the student teaching is done, the way in which the home economics program is organized, and whether the student teacher participates in but one phase of the program or has contact with the total program.<sup>1</sup>

Kuhl reported that the supervising teachers he studied indicated a strong preference for a system of student teaching and observation which involved an all-day session lasting for a semester. Supervising teachers found its value in the long, uninterrupted period of time sufficient to develop a teacher and, at the same time, benefit pupils and supervising teachers.<sup>2</sup>

In spite of the many variations in the patterns of student teaching, it does tend to provide a more or less common core of experiences that afford opportunity for professional as well as personal growth. Hall and Paolucci cited for example, the opportunity for the student teacher to establish herself in the teacher role. In every student teaching experience there are constant challenges to growth in relationships with students in and out of the classroom, in ability to work with the supervising teacher, in professional activities with other teachers, and in contacts with parents and others outside the school.<sup>3</sup> One of the primary purposes of student teaching is, of

---

<sup>1</sup>Hall and Paolucci, op. cit., p. 10.

<sup>2</sup>Raymond E. Kuhl, "Time for Student Teaching," Journal of Teacher Education, 12:45, March, 1961.

<sup>3</sup>Hall and Paolucci, op. cit., p. 11.

course, to build competence in the actual process of teaching and many of the activities in any student teaching situation are planned with this purpose in mind.

Follow-up studies of home economics education graduates. A number of follow-up studies of home economics teachers have been conducted by colleges and universities engaged in teacher education. Hough reported that in professional education, the area in which the largest number of graduates reported feeling adequately prepared, listed in descending order, were:

1. Management of the department
2. Learning experiences and teaching aids
3. Curriculum development
4. Using disciplinary procedures effectively
5. Related responsibilities of the home economics teacher
6. Teaching special groups<sup>1</sup>

Coleman concluded that the weaknesses of first year homemaking teachers in her study were in experiencing perplexing conduct situations and advising Future Homemakers of America chapters.<sup>2</sup>

The results of Jaituni's study showed that the majority of the subjects considered their preparation to teach home economics at the secondary school level quite adequate. However, student teachers stated that they would like three opportunities to prepare themselves better as home economics teachers at the secondary level. They were:

---

<sup>1</sup>Hough, op. cit., p. 60.

<sup>2</sup>Margaret A. Coleman, "An Analysis of the Responsibilities of the First-Year Homemaking Teacher with Implications for Teacher Education," Journal of Home Economics, 45:201, March, 1953.

1. Experience in planning lessons in all areas of home economics during the Methods course
2. Teaching experience in more than one school
3. Teaching experience with more than one teacher

Beginning teachers in the study indicated that they would have liked to have:

1. Lesson planning in all areas of home economics
2. More practice with planning goals in Methods
3. More help from the college supervisor
4. Teaching experience with more than one teacher.<sup>1</sup>

In her study of on-the-job activities and feeling of adequacy of preparation of homemaking teachers and home agents, Cross reported that a majority of the respondents expressed feelings of adequate college preparation for two thirds of their activities. Inadequate college preparation was indicated by teachers and agents for teaching many aspects of food production, housing, home improvement, and community relationships, and for participating in the total program and in community activities. Teachers expressed inadequate college preparation for working with an advisory council, with boys, and with Future Homemakers of America and New Homemakers of America groups.<sup>2</sup>

Wilkinson reported results of a survey at Hunter College which sought data for course appraisal and improvement. He found that graduates apparently felt that student teachers should have more opportunity to teach and more time for observation. Greater variety in the types of

---

<sup>1</sup>Jaituni, op. cit., p. 94.

<sup>2</sup>Aleene A. Cross, "On-the-Job Activities and Feelings of Adequacy of Preparation of Homemaking Teachers and Home Agents," Journal of Home Economics, 52:210, March, 1960.

observation was suggested. More personal conferences with the supervising teacher were deemed desirable. Greater emphasis on techniques of classroom management and discipline, weekly and daily lesson plans, and lunchroom routines was proposed. The respondents felt that conference discussions should include procedures for achieving classroom control, classroom management, record keeping, professional ethics, community relations, and parent-teacher relations.<sup>1</sup>

Reports of graduates as described in follow-up studies are one means by which teacher educators can identify needs for curriculum improvement. If teacher educators consider suggestions from graduates, they may be better able to provide conditions for maximum growth during the student teaching experience.

Accreditation and certification. A profession is considered to be a field which not only has as its main purpose service to society but also represents some specialized body of knowledge, exercises some selection over applicants for entry to the field, accepts the obligation to increase knowledge in the field, and encourages the continued growth and education of its members. Horn emphasized the fact that some form of official accreditation is one of the distinguishing attributes of a profession, since the establishment of meaningful criteria for the evaluation of professional programs helps to define the qualifications of those

---

<sup>1</sup>Rachel D. Wilkinson, "Student Teaching Experiences," Journal of Teacher Education, 9:367-8, December, 1958.

permitted to practice within it.<sup>1</sup>

There appears to be a climate of cooperation and concerted effort among college people, both in education and in the liberal arts, public and private-school personnel, and state directors of teacher education toward achieving higher standards of teacher preparation and certification. "This developing teamwork," stated Armstrong and Stinnett, "is yielding a rapid upgrading all along the line."<sup>2</sup> Although states have various controls, there has arisen within the last decade a national movement to relieve the state of the task of approving programs in teacher education.<sup>3</sup>

Accreditation of institutions and programs. A voluntary accrediting agency for teacher education is an agency for determining whether the content of courses given by professors of education is adequate, whether the organizational scheme of the college permits effective planning for teacher education, whether arrangements exist for student selectivity, and related matters.<sup>4</sup> The National Council for Accreditation of Teacher Education is an example of such an agency, performing its function by sending a team of educators to a university for a two or

---

<sup>1</sup>Marilyn J. Horn, "Accreditation Second Progress Report," Journal of Home Economics, 56:659, November, 1964.

<sup>2</sup>W. Earl Armstrong and T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States, p. 2.

<sup>3</sup>James B. Conant, "The Certification of Teachers: The Restricted State Approved Program Approach," Freedom with Responsibility in Teacher Education, p. 13.

<sup>4</sup>Conant, loc. cit.

three day visit. These individuals analyze the program and submit a report to the national commission concerning the adequacy of the program. The national commission makes the final decision concerning accreditation, because the team can only evaluate and recommend.<sup>1</sup> It is considered desirable for teacher education institutions to receive full accreditation from this agency.

The American Home Economics Association has been considering accreditation of college programs in home economics for nearly thirty years and in 1961 a committee and subcommittees were appointed to make specific proposals for criteria and machinery for accreditation of home economics programs. Their report was presented at the 55th annual meeting in Detroit for reaction and consideration. No definite action has been taken to date. The following proposals for minimum academic requirements were made with reference to the typical four-year undergraduate program in home economics:

- A. Root disciplines related to home economics; a minimum of 28 per cent of the total credits required for graduation to be divided equally among:
  - 1. Humanities
  - 2. Social sciences
  - 3. Natural sciences
  
- B. Home Economics: 20 per cent of the total credits required for graduation, to be relatively equally distributed among the following five areas:
  - 1. Food and nutrition
  - 2. Housing, equipment, and furnishings
  - 3. Clothing and textiles
  - 4. Child development and family relations
  - 5. Family economics and home management

---

<sup>1</sup>Ibid.

- C. Professional course work: 22 per cent of the total credits required for graduation shall be in those courses specifically designed for professional preparation, specialization in one of the subject matter areas, or additional work<sup>1</sup> in the root disciplines which contribute to the specialization.

These minimum requirements comprise 70 per cent of the total curriculum. Thus, the remaining 30 per cent remains flexible and may be used to provide for electives, greater depth or breadth in subject matter, or special requirements peculiar to the institution.<sup>2</sup>

Certification of graduates. There seem to be few aspects of education which change as rapidly and as unpredictably as state certification requirements. Armstrong and Stinnett indicated that it is apparent both from the reported judgments of the state directors of teacher education and certification and from comparison of old and new requirements that the most prevalent, and perhaps the most significant changes in certification requirements in the last two years, have been in the up-grading of teaching-field or subject-matter requirements.<sup>3</sup>

The practice of requiring special courses by states, which tends to be discriminatory for out-of-date applicants for certification, has shown a steady decline in recent years. Barnes and Shipman reported that a number of factors are influencing certification on a nationwide basis. With increasing population and mobility has come a growing

---

<sup>1</sup>Lee and Dressel, op. cit., p. 95.

<sup>2</sup>Ibid.

<sup>3</sup>Armstrong and Stinnett, op. cit., p. 3.

interest in certification reciprocity.<sup>1</sup> In 1961 Armstrong and Stinnett reported that a total of eighteen states were members of regional reciprocity compacts. In addition, twenty-four states indicated adoption of NCATE accreditation as a basis of reciprocity.<sup>2</sup> Conant believed that only state-by-state reciprocity seemed advisable when he stated that "it is an irresponsible profession which demands immediate reciprocity at a time when it knows the teacher education and certification practices in some places to be clearly inadequate."<sup>3</sup> Barnes and Shipman mentioned that the most apparent change has occurred in states which are establishing certification on an "approved program" basis. Under this plan, institutional programs are studied and approved or rejected. Graduates from approved institutions receive automatic certification upon completion of their work.<sup>4</sup>

From their study on certification, Barnes and Shipman stated that about half the states reported increased total requirements for certification during the past five years. General education requirements, which are not specified in most states, received less attention than requirements for certification in areas of specialization. Many states have established minimum course hour requirements for the various areas of specialization. Much confusion has resulted from the ambivalence of

---

<sup>1</sup>Donald L. Barnes and Charles D. Shipman, "Changing Patterns in State Requirements for Teacher Certification," The Clearing House, 36: 159, November, 1961.

<sup>2</sup>Armstrong and Stinnett, op. cit., p. 17.

<sup>3</sup>Conant, op. cit., p. 25.

<sup>4</sup>Barnes and Shipman, op. cit., p. 159.

individuals in some states regarding areas of certification. The weight of the evidence suggests that there is a gradual, awkward move toward less specificity in certification.<sup>1</sup>

All states require in-state institutions to be approved for teacher education, usually by the state department of education. Armstrong and Stinnett reported that the authority for authorizing institutions to engage in teacher education has been fairly well centralized in the state education agencies.<sup>2</sup>

Most state school officers and institutions preparing teachers recognize that certification requirements simply define the minimums within and beyond which excellence may be achieved. Few would suggest that the value placed upon certificates does not ultimately rest upon the quality of teacher education programs.

Scrutiny, evaluation, and modification in teacher education programs are stimulated by many pressures and goals. As the professional preparation of teachers is studied more carefully, changes are made in various parts of the programs to attempt to meet the needs of students. Lingren, Hoenstine, Pavlak, and Shutsy reported that after the rapid technological and scientific advances of the 1950's, education inherited the important responsibility of preparing students who could cope with the developments of electronics, mechanization, and automation. They also stated:

---

<sup>1</sup>Ibid., p. 158.

<sup>2</sup>Armstrong and Stinnett, op. cit., p. 19.

The teachers of tomorrow must be prepared to implement the most modern teaching methods and aids which have resulted from research and experimentation in order to promote more efficient teaching in the classrooms of the future . . . . The student teaching programs of the 1970's and 1980's will have to change according to the educational research, philosophy, social patterns, and technological advances of future decades.<sup>1</sup>

---

<sup>1</sup>Vernon C. Lingren, E. Samuel Hoenstine, Stephen E. Pavlak, and Irvin J. Shutsy, "Visions of the Next Decade," The Outlook in Student Teaching, p. 159.

## CHAPTER III

### RESPONSES TO QUESTIONNAIRE

The population in this study consisted of a total of 109 teachers who had been graduated with a baccalaureate degree in home economics between January, 1963, and May, 1964, and who had met state certification requirements for teaching. Usable responses were obtained from ninety-four subjects, or 86 per cent. Of these, fifty-three, or 56 per cent, had taught and/or were teaching home economics, and thus, answered the entire questionnaire. Forty-one, 44 per cent, completed only the first page of general information.

Findings presented here are arranged according to the order in which items appeared on the questionnaire (Appendix A).

#### Report from Graduates

Of the ninety-four respondents, forty-four were graduated in 1963 and fifty in 1964. Most respondents completed work for their baccalaureate degree in the Home Economics Education (Vocational) major, as can be seen in Table I.

Eighty, or 85 per cent, completed requirements to teach under the vocational plan and fourteen, or 15 per cent, under the non-vocational plan.

Respondents reported a variety of professional positions at the time of the study. Fifty-two per cent were teaching home economics; however, respondents reported holding a variety of other types of professional

TABLE I  
MAJORS REPORTED BY NINETY-FOUR RESPONDENTS

Home Economics Education Major	Number of Respondents Reporting
Vocational	80*
Non-vocational	14**

\*Five combined this major with Home Economics Extension and one with Foods.

\*\*Four combined this major with others such as Family and Child Development, Home Economics Extension, English Composition and Literature, and Foods.

positions. Although most completed vocational requirements, Figure 1 indicates that more respondents actually were teaching or had taught in non-vocational positions than in vocational positions. Most respondents who were teaching home economics were teaching in Kansas, where the non-vocational home economics departments far outnumber the vocational departments. Thirteen of the thirty-one respondents teaching non-vocational home economics indicated that they were also responsible for teaching one or more subjects other than home economics. Only three of the eighteen respondents teaching vocational home economics were responsible for teaching subject matter in addition to home economics.

Sixty per cent were teaching in Kansas; the other 40 per cent represented twelve other states in reporting their teaching location.

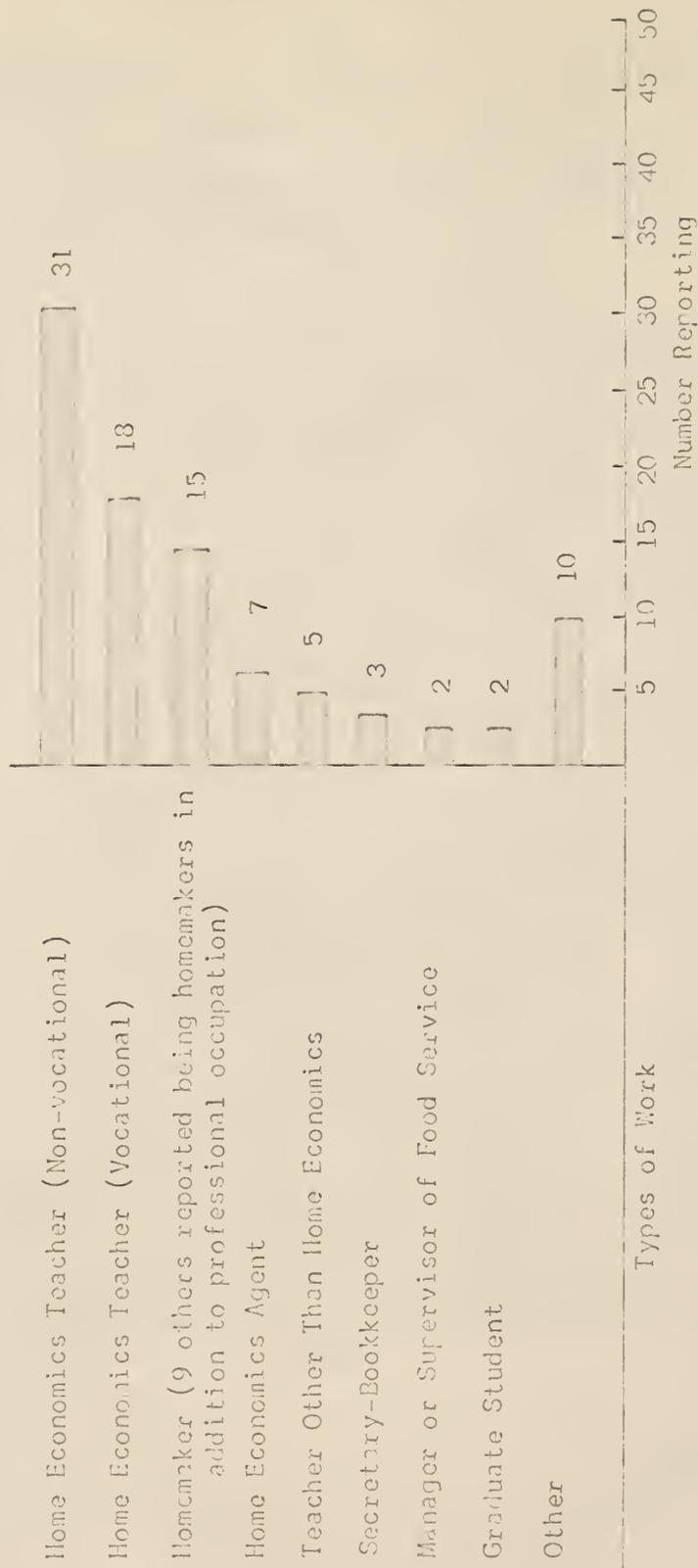


FIGURE 1

TYPES OF WORK ENGAGED IN BY NINETY-THREE HOME ECONOMICS  
EDUCATION GRADUATES, 1963-1964

Five respondents not teaching home economics were teachers in other areas or subjects including kindergarten, first grade, sixth grade, general science, and biology. Respondents specifying occupations other than those listed on the questionnaire reported working as a home economist for a utility company, nutritionist, home economist for the State Board of Agriculture, substitute teacher, test scorer, Peace Corps worker, and a clerk in a general store. It can be noted that seventy-two respondents, or 77 per cent of these graduates, are employed in what might be termed "professional level" positions, or those that require a college degree. All of the above except the Peace Corps worker and the clerk were considered "professional" by this definition.

In addition to the fact that a large variety of positions was engaged in by respondents, fifteen indicated homemaking as their sole occupation and eight others reported being engaged in the dual role of homemaker and a professional level position.

#### Evaluation of College Preparation for Teaching

One means for determining effectiveness of a teacher education program is to invite the student herself to evaluate her educational experience after she has been away from the college long enough to make an application of the principles to which she was exposed. Respondents who had taught and/or were teaching at the time of the study were asked to make a statement concerning the strengths and weaknesses of the professional education courses as a part of their preparation for teaching.

Educational psychology and secondary principles. Educational Psychology I and II, and Principles of Secondary Education, as described on page 7, give general background in educational principles and developments and will be discussed together. In general, these courses were considered to be somewhat impractical in that they dealt mainly with theory and only slightly with application. Students reported that the personality of the instructor was an important element in making the course interesting or dull and that the teaching methods used were not always those which created a desire on the part of students to study and learn. Some respondents indicated that instructors "took the courses too lightly." Many felt that instructors who teach potential teachers should be living examples of the use of the best, newest, and most interesting teaching methods.

Several respondents noted repetition of content in these three education courses. A few respondents indicated that certain aspects of these courses were repetitious of content they had studied previously in child development and/or family health courses.

Respondents felt that they would have been better prepared to assume their roles in secondary schools if they had had more exposure to developments in secondary education as a part of one of these courses. A wide range of opinions regarding the helpfulness of these courses in preparing them to teach was reported by respondents. Responses ranged from "poorest class I took" to "one of the most helpful in understanding my pupils."

It must be remembered that these education courses are taken relatively early in the student's college work, are general in nature in that they are required of all students preparing to teach in the secondary school, and are not related specifically to home economics. For these reasons, it may be difficult for instructors to make applications of content clear to students or to motivate students effectively.

Home economics education courses. These courses included those dealing specifically with curriculum planning and teaching home economics in the secondary school. They were blocked with the student teaching segment as described in Chapter I. These courses in home economics education were taken at the time of highest motivation in view of impending or recently completed student teaching.

The major criticism of these courses was inadequate time "to absorb and explore." Respondents indicated that the pressure of the limited amount of time prohibited them from gaining as much as they might from the learning experiences provided in the courses.

The personality, depth of experience, and enthusiasm of the instructors were recognized as being of major importance in making these courses worthwhile. Many respondents indicated that the instructors of these courses used a variety of teaching methods, set a good example, and gave them ideas for their teaching.

Comments concerning the helpfulness of these courses in preparing them to teach home economics varied from "lots of hard work" to "gave me the confidence needed for student teaching." One respondent "would have appreciated knowing that it was more important to get concepts from reading widely than it was to take notes for details."

Suggestions for improving content of these courses dealt mainly with providing more experience with audio-visual aids and equipment, developing a better understanding of evaluation procedures, and studying the Future Homemakers of America program more thoroughly. Some respondents felt that the courses should be composed of less theory and more practical application. Several respondents indicated that the classes would be more effective if they were a semester in length and if one of them was initiated in the junior year.

Student teaching. The student teaching experiences provided, as described in Chapter I, was reported as being the strongest professional education course in preparing students for teaching home economics. Every respondent indicated that the course was of some value to her. One of the most valuable aspects of student teaching identified by a respondent was that "being in charge temporarily without full responsibility gave student teachers confidence to experiment."

"This practical application of learnings of previous courses," stated another respondent, "helps build confidence, skills, and experiences as a professional teacher."

The student teaching experience which is most valuable was identified by one respondent as "doing the things a 'real' teacher does such as grading, shopping, handling discipline, etc." Several respondents indicated that student teaching was most valuable if their full-time teaching position was similar to the situation in which they did their student teaching in relation to size of the school, age level of the pupils, size of classes, and areas of home economics taught. However,

one respondent indicated awareness that things would not be the same as they were during student teaching and "one must expect challenging situations as a beginning teacher."

The major criticism of student teaching was the inadequate length of time. Several reported that the pressures were quite great during the student teaching experience, which might, they felt, have been due to the period of time allotted.

Some respondents felt that few problems were encountered during the student teaching experience in the "ideal" student teaching center since teachers were selected because they were highly capable and well organized; however, they felt this fact might create problems for a beginning teacher who finds herself in a situation other than ideal.

The suggestion for improving student teaching which occurred most often was to extend the length to more than five weeks. Some suggested providing opportunity to observe and teach in more areas of home economics during their student teaching experience. Several expressed a desire for being in a larger school with more pupils so they might be better prepared for a similar situation in the future.

Results from another section of the questionnaire giving a more detailed evaluation of the student teaching experience will be reported in a subsequent section of this chapter.

Home economics background. Respondents were asked to indicate feelings of adequacy of preparation for teaching various aspects of home economics. These aspects, adapted from Coon's study,<sup>1</sup> were grouped

---

<sup>1</sup>Beulah I. Coon, Home Economics in the Public Secondary Schools, pp. 94-5.

according to the seven areas of home economics which are specified in the Kansas Guide for Homemaking Education. This gave an opportunity to view over-all preparation in large content areas in home economics, since each course in an area is expected to build toward competence or some degree of competence in the teacher for dealing with this area in her teaching. Aspects of each of the seven areas were analyzed separately and then combined to determine the adequacy of the respondents' over-all preparation in the areas of home economics. In discussing data, responses of "highly adequate" and "adequate" were interpreted to indicate that respondents felt adequately prepared and are grouped together. Likewise, "somewhat inadequate" and "inadequate" were combined to express feelings of inadequate preparation.

Clothing and textiles area. As can be seen in Figure 2, construction of clothing was the aspect of the clothing area where the most respondents, 96 per cent, felt adequate preparation for teaching. Textiles was reported second, with 86 per cent indicating feelings of adequate preparation. Eighty-four per cent of the respondents felt they had received adequate preparation in wardrobe planning and 76 per cent for teaching selection and purchasing of clothing. The greatest feelings of inadequate preparation in the clothing area were in grooming, where 44 per cent expressed feelings of inadequacy about their preparation. Thirty-eight per cent reported feelings of inadequacy for care, alteration, and renovation of clothing.

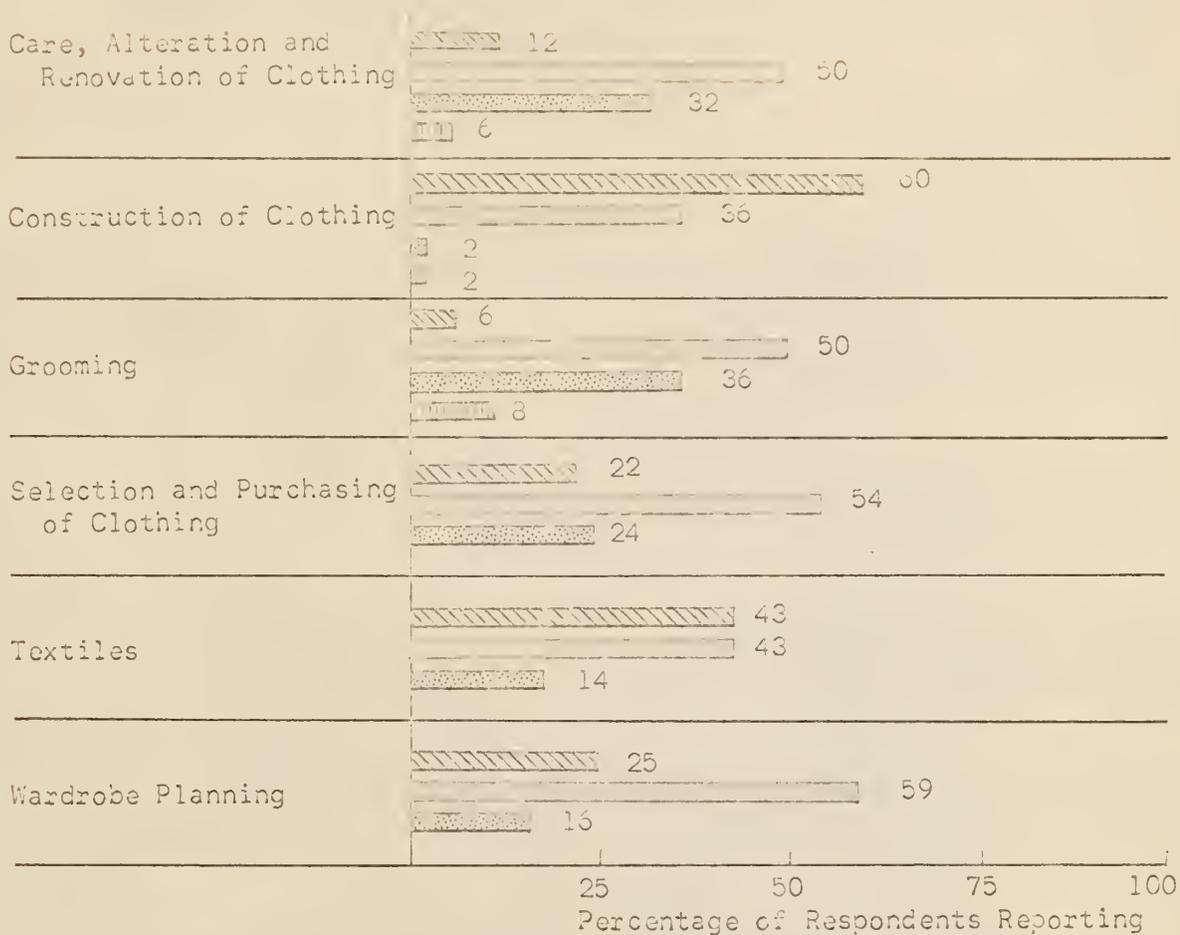
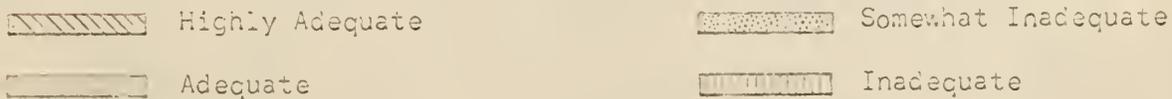


FIGURE 2

ADEQUACY OF PREPARATION FOR TEACHING IN THE AREA OF  
CLOTHING AND TEXTILES REPORTED BY  
FIFTY-THREE RESPONDENTS



Foods and nutrition area. In the foods and nutrition area (Figure 3), 96 per cent of the respondents indicated the greatest adequacy of preparation for meeting nutritional needs for the individual and family, and 94 per cent felt adequately prepared in food preparation and serving. Adequate preparation for meal management for the family was reported by 86 per cent of the respondents. Less than three fourths of the respondents, or 73 per cent, reported feelings of adequacy in their preparation for selection of food in the market and food costs. Thirty-eight per cent revealed feeling inadequately prepared for teaching food preservation.

Family relations area. As can be seen in Figure 4, in the area of family relations, 90 per cent expressed feelings of adequate preparation for teaching marriage relations. Family and social relations was second with 80 per cent of the respondents reporting adequate preparation. Three fourths felt adequately prepared in personal and social development. Over half, or 52 per cent, reported feelings of inadequacy in the aspect of community resources for family welfare.

Child development area. The largest percentage of respondents, 84 per cent, reported feelings of adequacy to teach in guidance and understanding of children and 80 per cent felt adequately prepared to teach prenatal care, as shown in Figure 5. Seventy-three per cent indicated feelings of adequacy for physical care of infants and children. In the child development area, as in family relations, 59 per cent of the respondents indicated feelings of inadequacy for locating resources, here in relation to child welfare in the community.

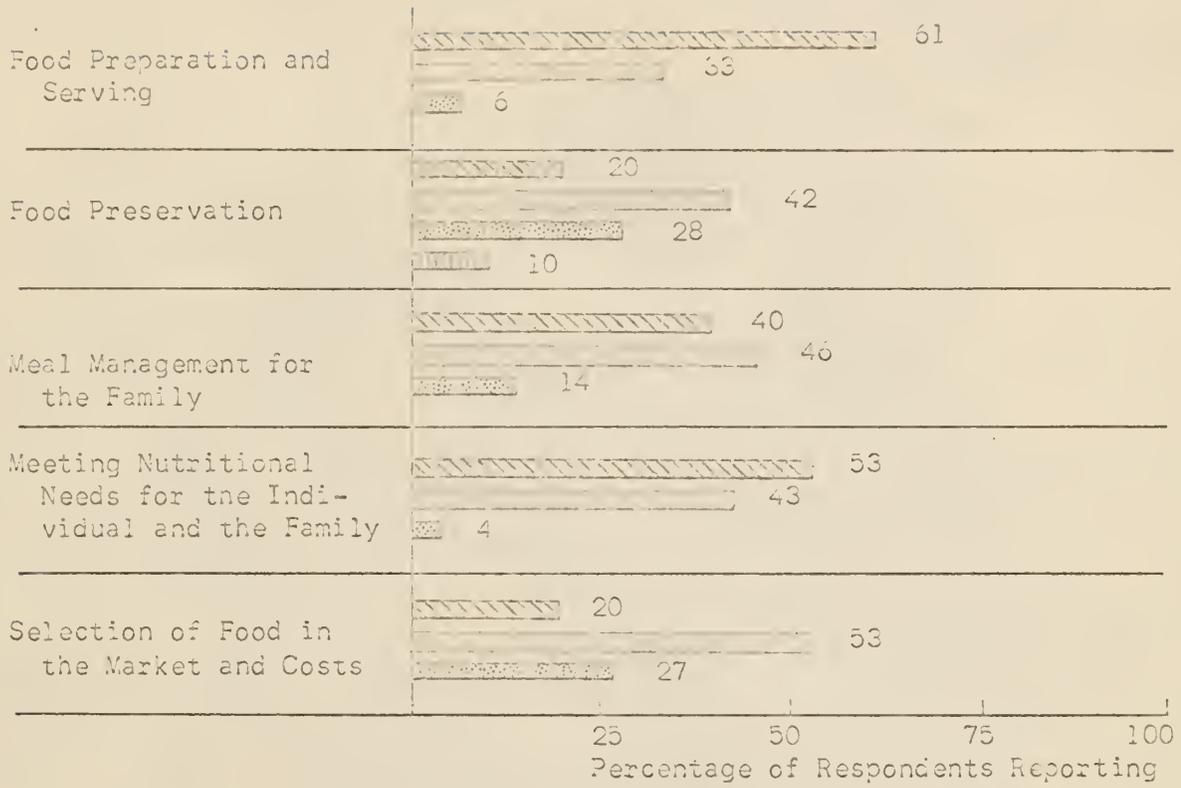


FIGURE 3

ADEQUACY OF PREPARATION FOR TEACHING IN THE AREA OF FOODS AND NUTRITION REPORTED BY FIFTY-THREE RESPONDENTS

 Highly Adequate       Somewhat Inadequate  
 Adequate       Inadequate

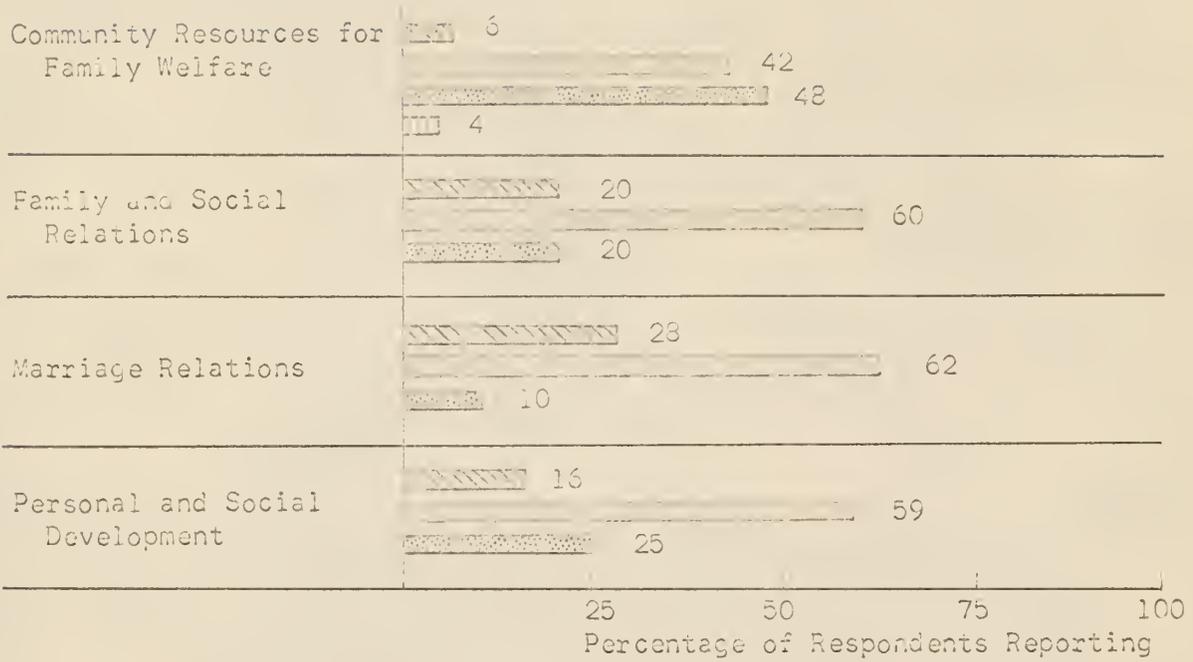
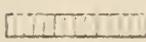
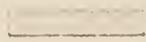


FIGURE 4

ADEQUACY OF PREPARATION FOR TEACHING  
 IN THE AREA OF FAMILY RELATIONS  
 REPORTED BY FIFTY-THREE RESPONDENTS

 Highly Adequate	 Somewhat Inadequate
 Inadequate	 Adequate

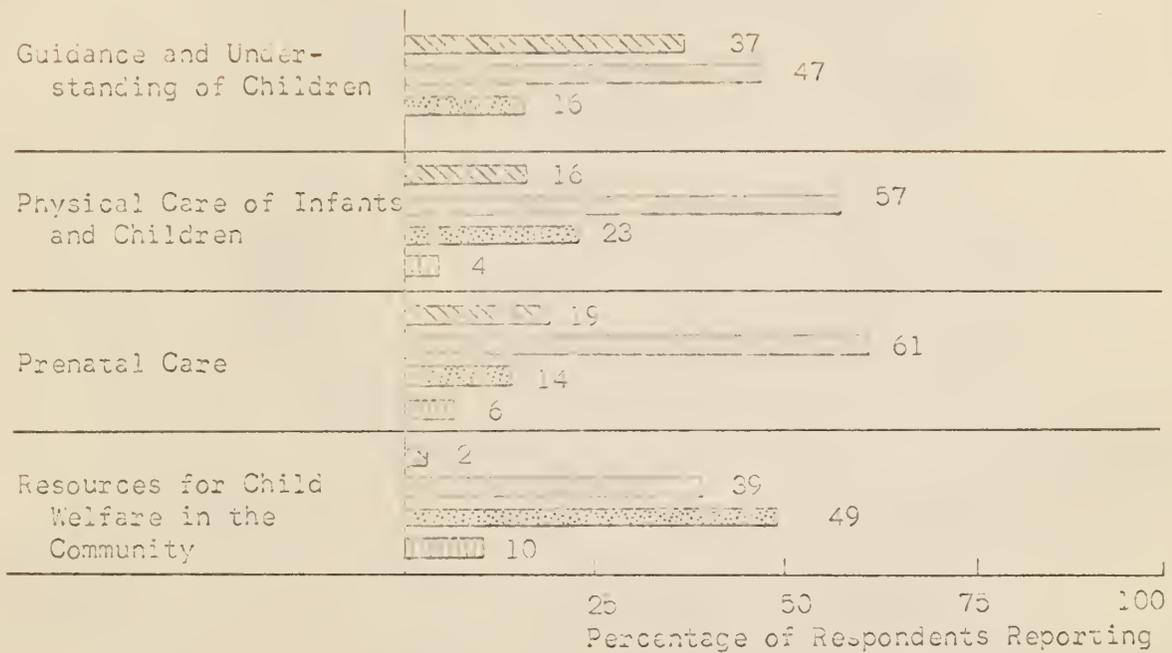
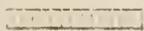


FIGURE 5

ADEQUACY OF PREPARATION FOR TEACHING  
 IN THE AREA OF CHILD DEVELOPMENT  
 REPORTED BY FIFTY-THREE RESPONDENTS

	Highly Adequate		Somewhat Inadequate
	Adequate		Inadequate

Health area. Figure 6 illustrates feelings of adequacy of preparation for teaching in the area of health and care of the sick. Fewer feelings of highly adequate preparation were expressed in this area than in any other of the seven areas. Eighty-two per cent of the respondents felt most adequately prepared for teaching maintenance of health--individual, community, and family. Almost one third, 32 per cent, felt inadequately prepared in the aspect of home safety and nearly one half, 44 per cent, reported feelings of inadequacy for first aid and home care of the sick.

Management and consumer education area. In the area of management and consumer education, as can be seen in Figure 7, 94 per cent of the respondents expressed feelings of adequate preparation for teaching conservation and wise use of time and energy. Adequate preparation for making management choices and decisions was reported by 86 per cent. There was no aspect of this area for which respondents reported high percentages of inadequate preparation. Similar percentages of respondents indicated feelings of adequacy in the aspects of consumer buying, 73 per cent, protecting consumer interests, 72 per cent, and management of finances, 71 per cent.

Housing and home furnishings area. As can be seen in Figure 8, 90 per cent of the respondents reported feelings of adequacy in teaching related to choosing and planning a home and 82 per cent felt adequately prepared for care of the home. Seventy per cent indicated feelings of adequacy for teaching in the area of furnishing the home.

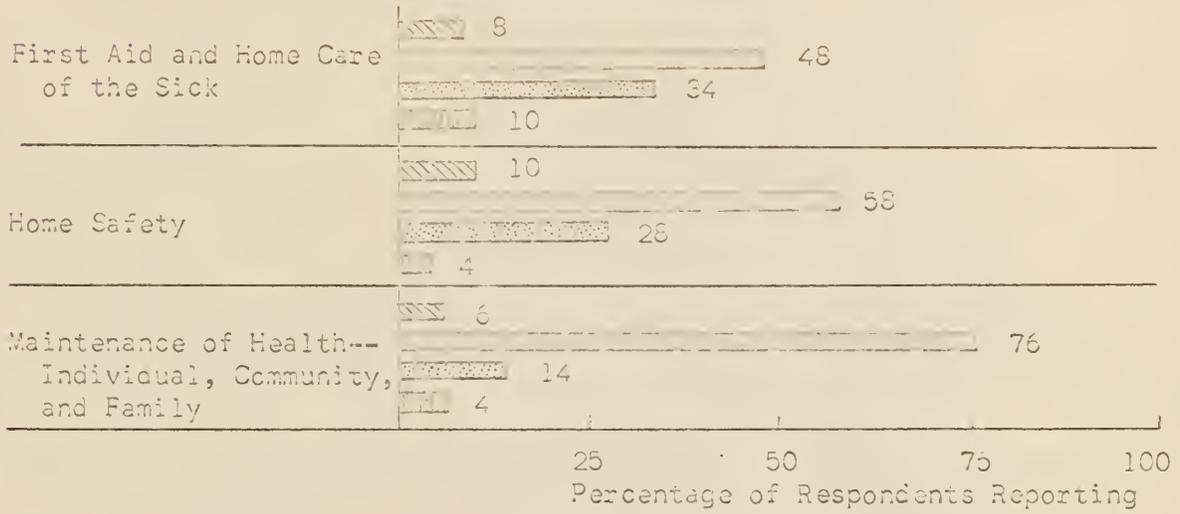
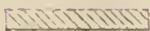
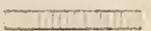


FIGURE 6

ADEQUACY OF PREPARATION FOR TEACHING  
IN THE AREA OF HEALTH AND CARE OF  
THE SICK REPORTED BY FIFTY-THREE RESPONDENTS

 Highly Adequate	 Somewhat Inadequate
 Adequate	 Inadequate

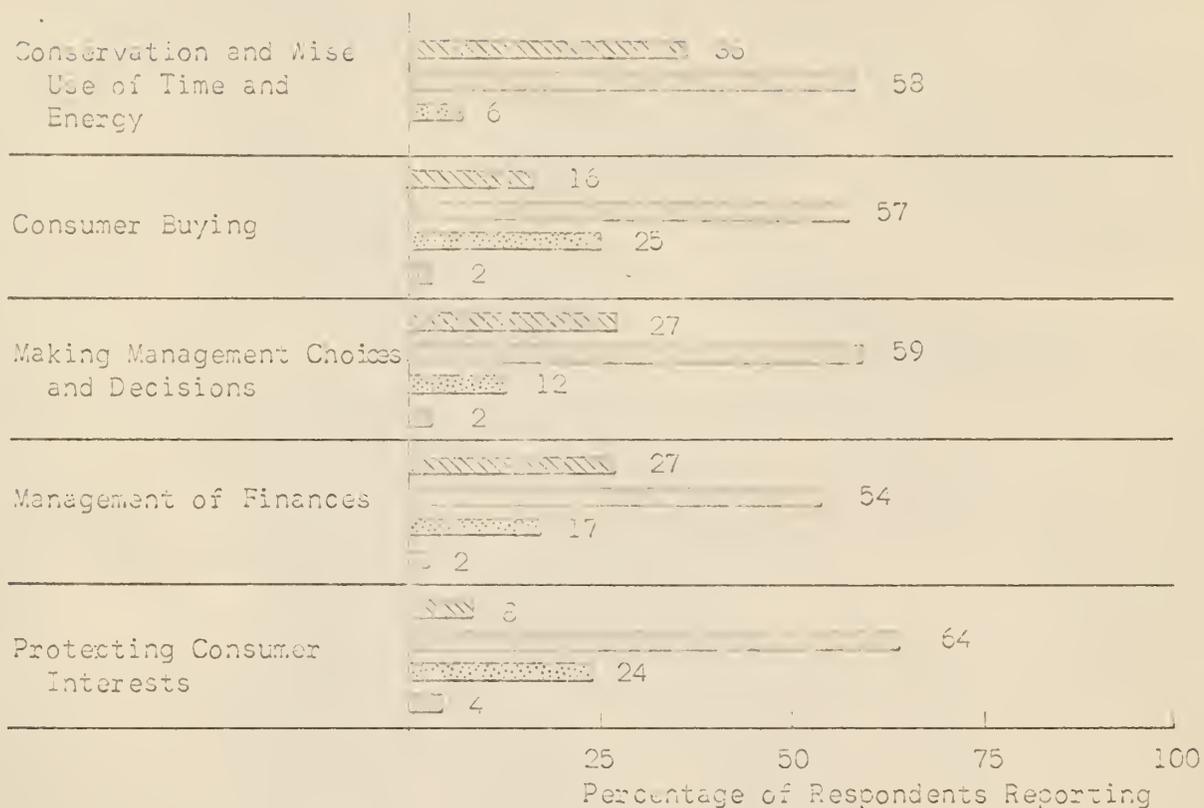
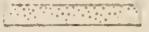


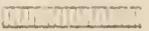
FIGURE 7

ADEQUACY OF PREPARATION FOR TEACHING IN THE  
 AREA OF MANAGEMENT AND CONSUMER EDUCATION  
 REPORTED BY FIFTY-THREE RESPONDENTS

 Highly Adequate

 Somewhat Inadequate

 Adequate

 Inadequate

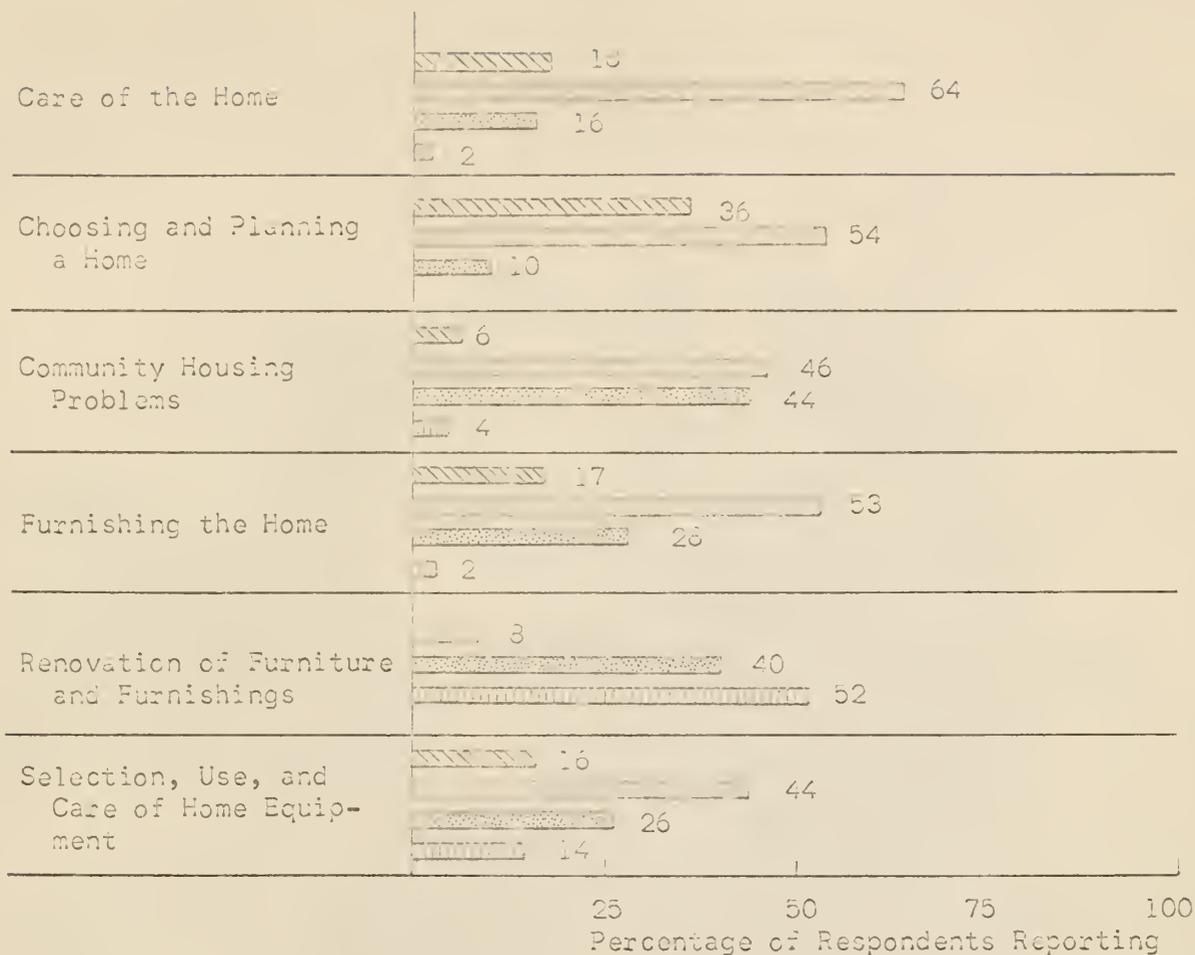
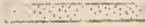
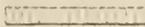


FIGURE 8

ADEQUACY OF PREPARATION FOR TEACHING  
 IN THE AREA OF HOUSING AND  
 HOME FURNISHINGS REPORTED BY  
 FIFTY-THREE RESPONDENTS

 Highly Adequate	 Somewhat Inadequate
 Adequate	 Inadequate

Forty per cent reported feelings of inadequacy for selection, use, and care of home equipment and nearly half, 48 per cent, of the respondents felt inadequately prepared for teaching community housing problems. In the aspect of renovation of furniture and furnishings, only 8 per cent of the respondents reported feelings of adequate preparation, whereas, 92 per cent indicated they felt inadequately prepared in that aspect of housing.

Summary. The aspect receiving the most highly adequate rating, 61 per cent, was food preparation and serving in the foods and nutrition area. The highest response of inadequate preparation, 52 per cent, was for preparation in teaching renovation of furniture and furnishings in the housing area.

As can be seen in Table II, a larger percentage of respondents indicated feelings of highly adequate or adequate preparation in all the aspects of the foods and nutrition area than in any other area. Conversely, a smaller percentage reported highly adequate or adequate preparation for teaching in the general area of housing.

#### Responsibilities of the Beginning Home Economics Teacher

Responsibilities of beginning home economics teachers may vary considerably depending upon the school and the community. Respondents were asked to indicate certain responsibilities for which they felt adequately or inadequately prepared and those for which they were not responsible. Responsibilities suggested on the questionnaire were adapted

TABLE II  
SUMMARY OF ADEQUACY OF PREPARATION BY AREAS OF HOME ECONOMICS  
REPORTED BY FIFTY-THREE RESPONDENTS \*

AREAS	Highly Adequate	Adequate	Total Columns 1 & 2	Somewhat Inadequate	Inadequate	Total Columns 4 & 5
	(1)	(2)	(3)	(4)	(5)	(6)
Foods and Nutrition	39	43	82	16	2	18
Management and Consumer Education	23	58	81	17	2	19
Clothing and Textiles	28	49	77	21	2	23
Family Relations	18	56	74	25	1	26
Child Development	19	51	70	25	5	30
Health and Care of the Sick	8	61	69	25	6	31
Housing and Home Furnishings	15	45	60	28	12	40

\*Reported to nearest whole per cent.

from those developed at the Reno Conference, and presented in Chapter II.

Each competence was analyzed separately. An over-all summary at the close of this section indicates how respondents felt about the adequacy of their preparation as a whole.

Competence one - the teaching process. As can be seen in Figure 9, respondents felt more adequately prepared for planning lessons than for any other responsibility included in the teaching process, with only 6 per cent indicating that they felt inadequately prepared for planning lessons. Other responsibilities for which respondents as a group felt quite adequately prepared were communicating to the pupils in the classroom (89 per cent), developing and stating objectives for learning (84 per cent), and planning learning experiences (77 per cent). Sixty-five per cent or more of the respondents reported feelings of adequate preparation for the responsibilities of understanding needs and problems of pupils of different ages, using a variety of teaching techniques and resources effectively, teaching through concepts and generalizations, evaluating pupil learning objectively, evaluating teaching techniques and devices used, and evaluating own effectiveness as a teacher.

More than 33 per cent of the respondents felt they were not adequately prepared for maintaining desirable discipline and class control or for guiding group discussions. Nearly 50 per cent felt inadequately prepared for organizing laboratory classes. More than 75 per cent reported

Understanding Needs and Problems of Pupils of Different Ages	70
Developing and Stating Objectives for Learning	84
Planning Lessons	94
Planning Learning Experiences	77
Organizing Laboratory Classes	51 47
Guiding Group Discussions	63 37
Using a Variety of Teaching Techniques and Resources Effectively	66 32
Communicating to the Pupils in the Classroom	89
Meeting the Needs of Pupils with Varying Abilities	23 77
Teaching Through Concepts and Generalizations	72 34
Maintaining Desirable Discipline and Class Control	62 35

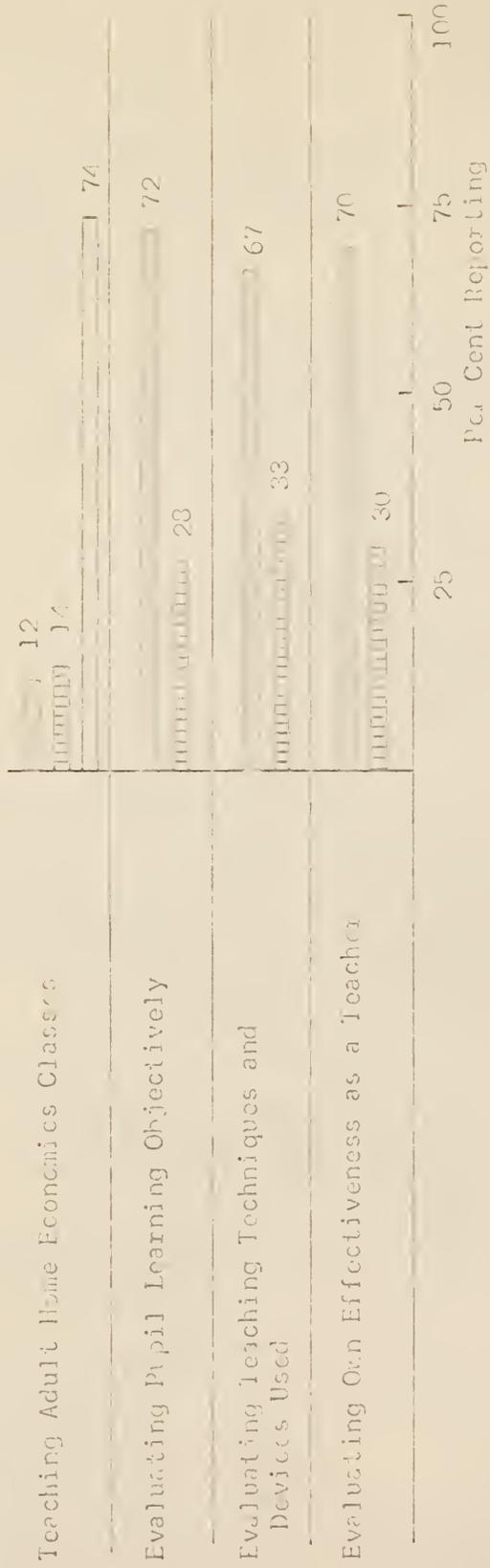


FIGURE 9  
 EXPRESSIONS OF ADEQUACY OF PREPARATION IN RELATION TO  
 COMPETENCE ONE: THE TEACHING PROCESS

- Adequately prepared
- Not adequately prepared
- Not responsible

that they were not adequately prepared for meeting the needs of pupils with varying abilities.

Nearly three fourths (74 per cent) of the subjects indicated that they were not responsible for teaching adult home economics classes. Most of the respondents indicated that they were responsible for the other aspects of the teaching process listed under competence one.

Competence two - program implementation. A second competence required in a beginning teacher, reported participants in the Reno Conference, was that of program implementation. As shown in Figure 10, all of the respondents, or 100 per cent, felt adequately prepared for recognizing the value of effective planning. More than 80 per cent felt adequately prepared for using teaching resources, aids, and facilities; 70 per cent felt adequately prepared for locating and obtaining appropriate teaching materials; and approximately 66 per cent indicated that they had adequate preparation for planning the yearly program, including the seven areas of home economics, and for using the state curriculum guide as a basis for planning.

There were no responsibilities in the general area of program implementation for which more than 40 per cent of the respondents felt inadequately prepared. However, approximately 33 per cent reported feelings of inadequacy in selecting textbooks for class use; working with the degree program in Future Homemakers of America; setting up departmental budgets; and preparing reports, records, files, etc.

Over 60 per cent of the subjects reported that they had no responsibilities for coordinating Future Homemakers of America with the

Recognizing the Value of Effective Planning

Planning the Yearly Program Including the Seven Areas of Home Economics

65

14 21

Using the State Curriculum Guide as a Basis for Planning

62

15 23

Selecting Textbooks for Class Use

30

35 35

Locating and Obtaining Appropriate Teaching Materials

70

4 26

Using Teaching Resources, Aids, and Facilities

81

19

Planning and Carrying Out the Home Experience Program

28

22 50

Coordinating Future Homemakers of America with the Home Economics Program

13

26 61

Advising a Future Homemakers of America Chapter

13

26 61

Working with the Deans Program in Future Homemakers of America

4

31 65

Supervising Future Homemakers of America Money Making Projects

17

19 64

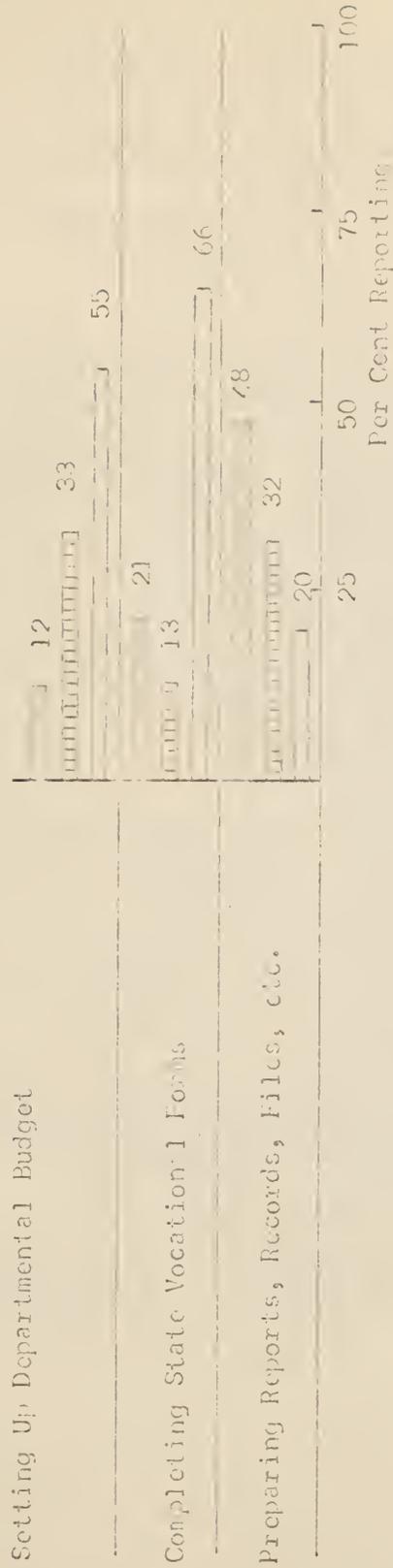


FIGURE 10

EXPRESSIONS OF ADEQUACY OF PREPARATION IN RELATION TO  
 COMPETENCE TWO: PROGRAM IMPLEMENTATION

- Adequately prepared
- Not adequately prepared
- Not responsible

home economics program, advising a Future Homemakers of America Chapter, working with the degree program in Future Homemakers of America, supervising Future Homemakers of America money making projects, and completing state vocational forms. Fifty-five per cent were not responsible for setting up departmental budgets and 50 per cent reported not being responsible for planning and carrying out the home experience program. Selecting textbooks for class use was not a responsibility for 35 per cent of the respondents.

Competence three - interpersonal relationships. Few respondents indicated that they had no responsibilities pertaining to any aspect of this competence (Figure 11). The responsibilities for which the largest percentages of respondents felt adequately prepared were working with other school employees (96 per cent); cooperating with administration, other teachers, and professional services of the school (94 per cent); and working with small groups of pupils (92 per cent). Adequate preparation for participating in out-of-class school affairs was reported by 82 per cent.

Guiding individual pupils and assuming leadership roles with parents and pupils were the responsibilities for which the largest percentages felt they were not adequately prepared. However, only 25 per cent indicated feelings of inadequate preparation for those two responsibilities.

Competence four - teacher role and philosophy. Two competences as identified by the committee and described on page 18 were combined to develop competence four for use in this study. The two combined were

. . . integrates philosophy of life, philosophy of education and philosophy of home economics as a basis for thought and action . . . identifies and accepts the professional role of the home economics teacher.

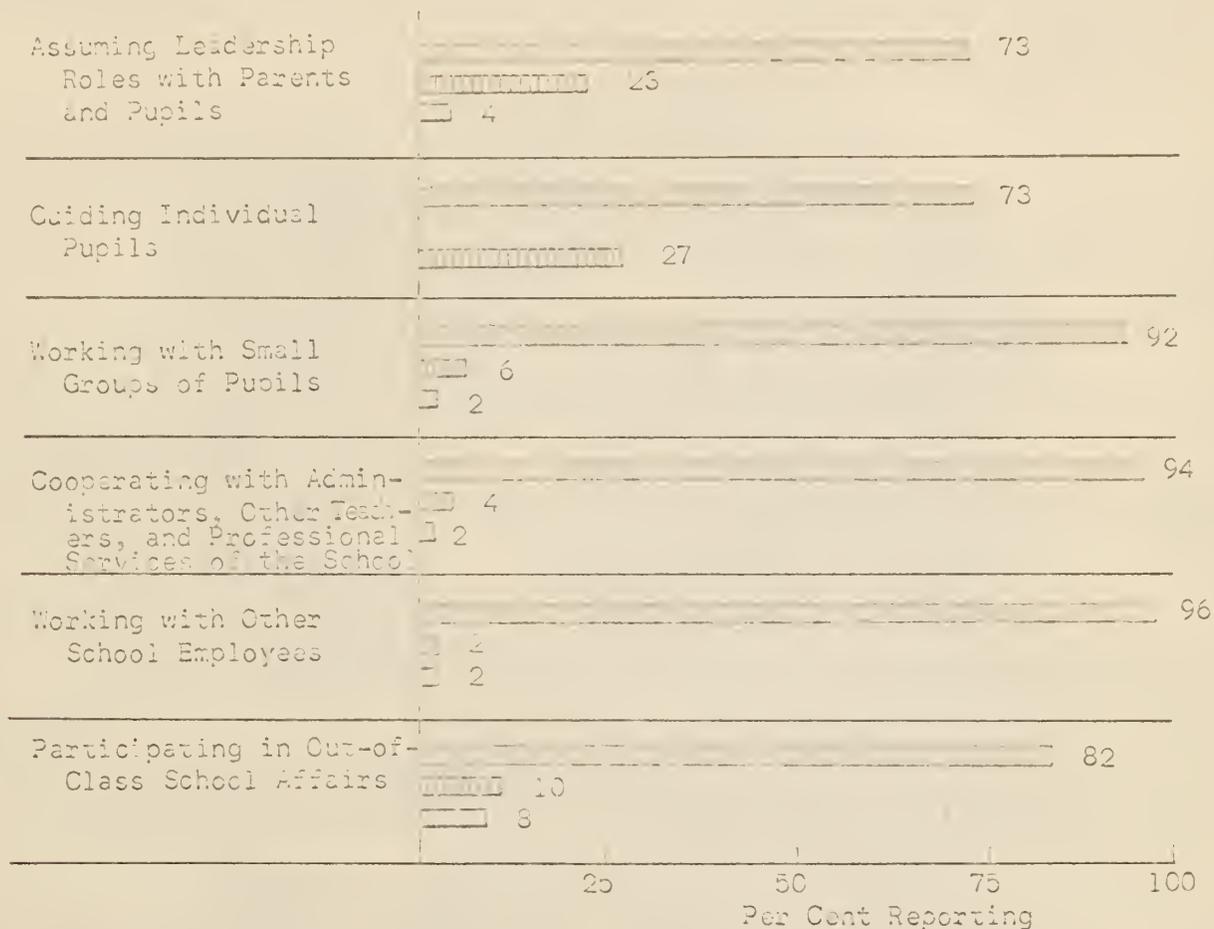


FIGURE 11

EXPRESSIONS OF ADEQUACY OF PREPARATION IN RELATION TO  
 COMPETENCE THREE: INTERPERSONAL RELATIONSHIPS

Adequately prepared  
 Not adequately prepared  
 Not responsible

From these evolved the competence of teacher role and philosophy.

As shown in Figure 12, 100 per cent reported adequate preparation for adhering to a professional code of ethics and 90 per cent felt adequately prepared for developing their own philosophy of teaching home economics. Approximately 80 per cent reported feelings of adequacy for participating in professional groups and organizations and for interpreting to others the goals and practices of the home economics profession.

Few respondents felt inadequately prepared for any aspect of this competence dealing with teacher role and philosophy.

Competence five - teacher-citizen role. As can be seen in Figure 13, more respondents (86 per cent) felt adequately prepared for functioning as a member of the school community than for any other responsibility classified under this competence. Nearly as many, or 83 per cent, reported adequate preparation for accepting what the community expects of one as a home economics teacher.

Competence six - research. Figure 14 shows that nearly 75 per cent felt adequately prepared for reading research reports in scientific and technical journals.

One third reported feelings of inadequacy for using research to develop and test instructional methods; however, the same number felt adequate preparation and the same number indicated they were not responsible for doing this.

Over half or 58 per cent of the respondents reported they were not responsible for participating in research studies.

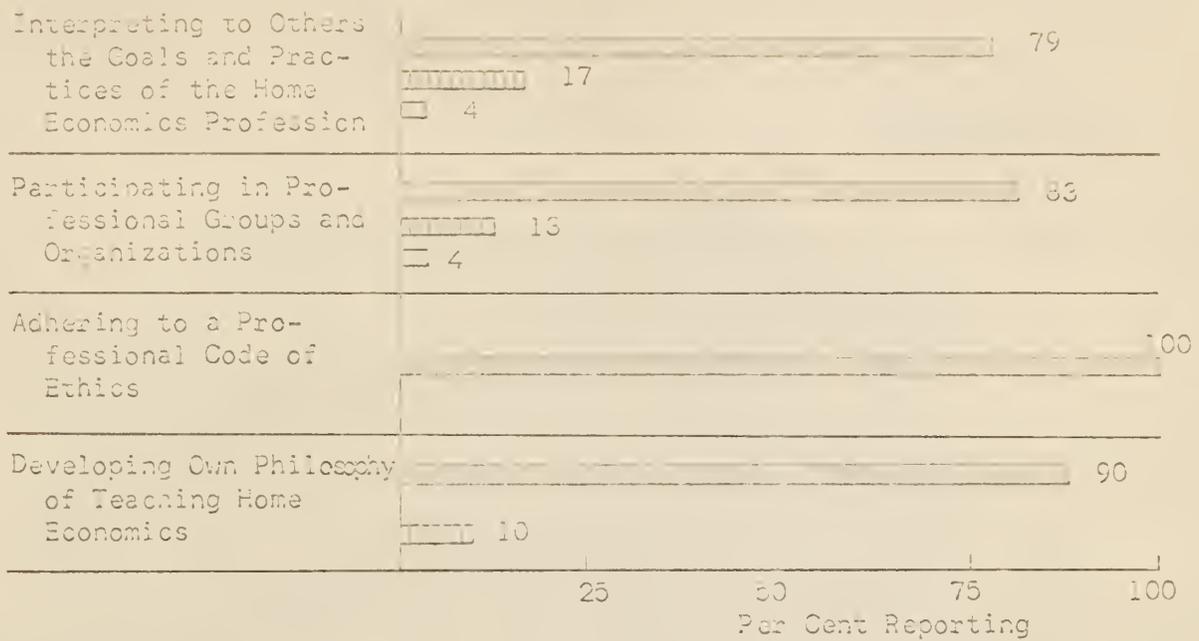


FIGURE 12

EXPRESSIONS OF ADEQUACY OF PREPARATION IN  
RELATION TO  
COMPETENCE FOUR: TEACHER ROLE AND PHILOSOPHY

 Adequately prepared  
 Not adequately prepared  
 Not responsible

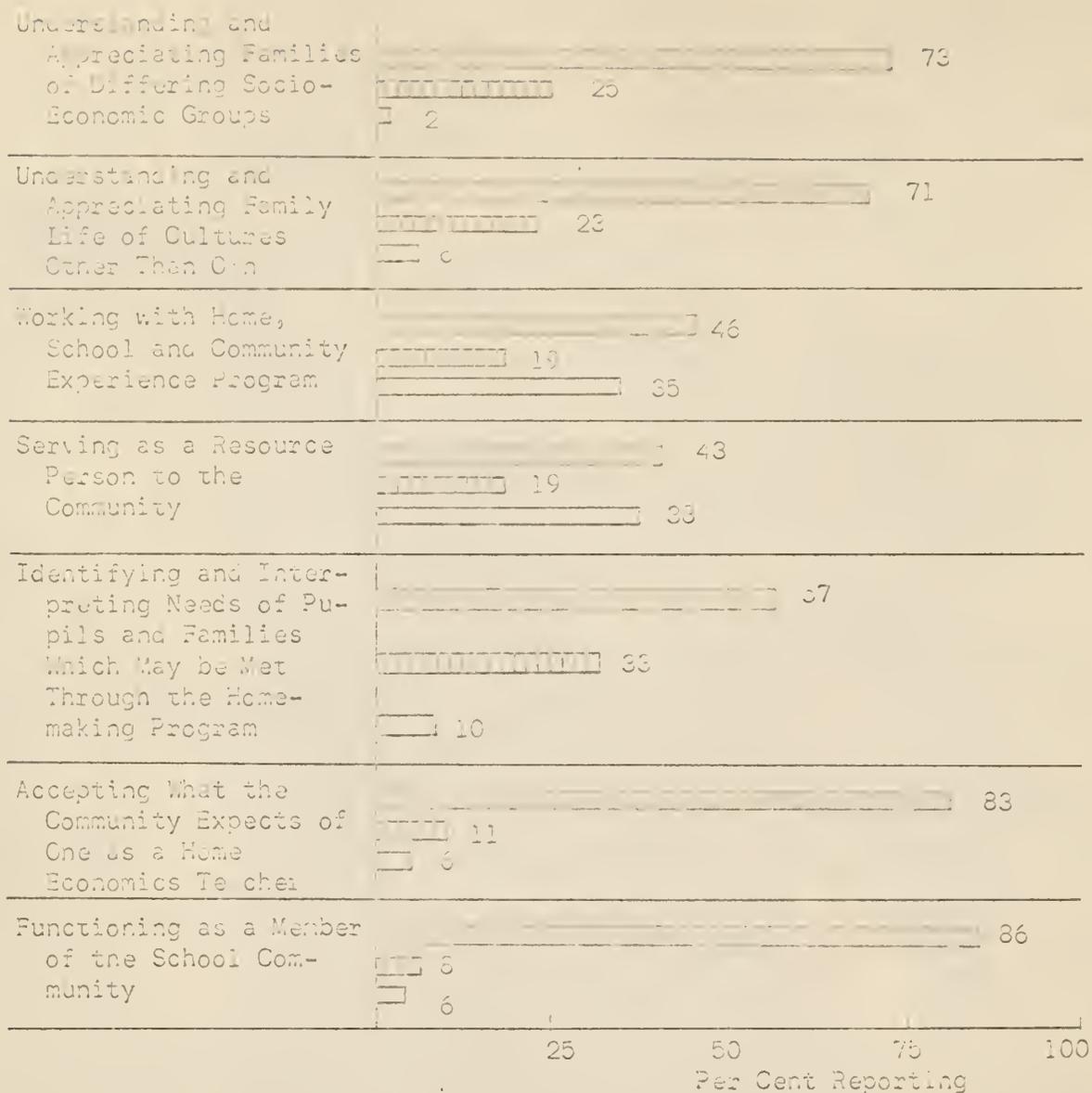


FIGURE 13

EXPRESSIONS OF ADEQUACY OF PREPARATION IN RELATION TO  
COMPETENCE FIVE: TEACHER-CITIZEN ROLE

- Adequately prepared
- Not adequately prepared
- Not responsible

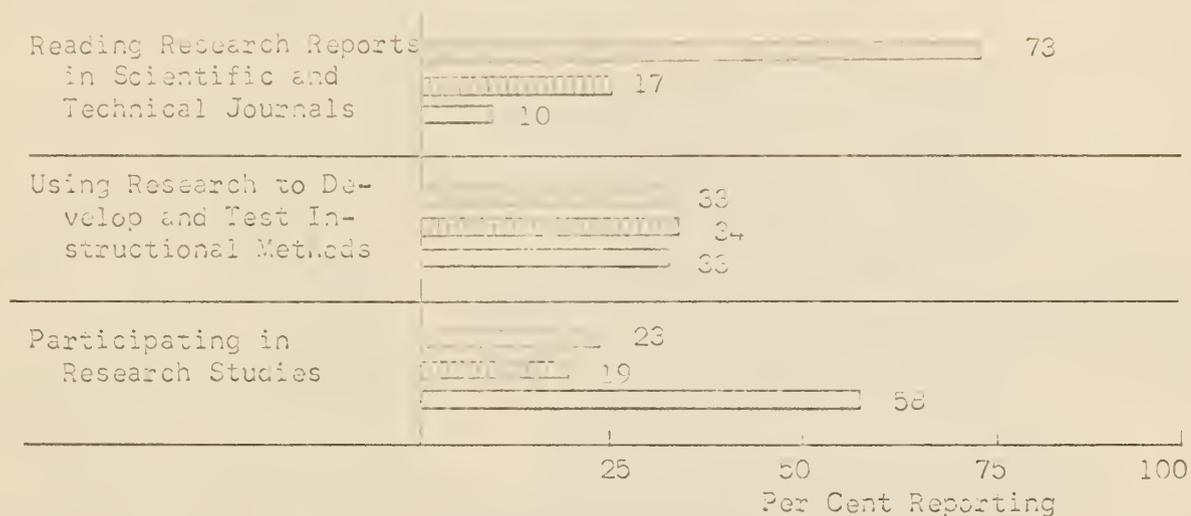


FIGURE 14

EXPRESSIONS OF ADEQUACY OF PREPARATION IN RELATION TO  
COMPETENCE SIX: RESEARCH

-  Adequately prepared
-  Not adequately prepared
-  Not responsible

Summary. In viewing the preparation of respondents in relation to these six competences of the beginning home economics teacher, Table III shows that teacher role and philosophy and interpersonal relationships were rated highest in relation to adequacy of their preparation by respondents.

TABLE III  
EXPRESSIONS OF ADEQUACY OF PREPARATION FOR MAJOR COMPETENCES  
OF BEGINNING HOME ECONOMICS TEACHERS

Competences	Adequate Preparation	Inadequate Preparation
Teaching Process	65	30
Program Implementation	41	23
Interpersonal Relationships	86	12
Teacher Role and Philosophy	88	10
Teacher-Citizen Role	66	19
Research	43	23

One third reported they were not adequately prepared for certain responsibilities involved in the teaching process. There were certain aspects of each major competence for which respondents reported they were not responsible. These responses were not reported on Table III.

### Expressions about the Student Teaching Experience

Because student teaching has frequently been identified by educators as the most important phase of the college preparation for teaching home economics, respondents were asked for specific information about their reactions to the student teaching experience in regard to the length, course work during the student teaching block, and general attitude toward student teaching. Subjects could respond freely to any or all items listed on the questionnaire.

As can be seen in Table IV, two thirds, or 66 per cent, of the respondents felt that five weeks was an adequate length of time for the student teaching experience; however, nearly one third, or 32 per cent, indicated that they felt the experience should be longer than that. Only one respondent reported that five weeks was too long for student teaching. Two subjects gave other responses. One indicated that she felt the student teaching experience should be more gradual and the other suggested an internship program.

More than three fourths of the respondents reported that valuable learnings were obtained from the course work during the student teaching block. One fourth felt course work involved too much "busy work." Ten per cent reported that the course work was not practical and 6 per cent felt it was too hard. Only one respondent reported that the course work during the student teaching block was too easy.

Eighty-nine per cent of the respondents felt that, in general, the student teaching experience was worthwhile and over half (51 per cent)

TABLE IV  
 REACTIONS OF FIFTY-THREE RESPONDENTS  
 TO STUDENT TEACHING EXPERIENCE

Length of student teaching	Percentage of Responses
Adequate length	66
Too short	32
Too long	2
<hr/>	
Course work during student teaching	
Valuable learnings	77
Too much "busy work"	25
Not practical	10
Too hard	6
Too easy	2
<hr/>	
General attitude toward student teaching	
Worthwhile	89
Pleasant	51
Expensive	13
Unpleasant	8

reported that it was a pleasant experience. Thirteen per cent indicated that the student teaching experience was expensive and it was reported

to be unpleasant by 8 per cent of the respondents. Five subjects responded to "other" in this section of the questionnaire and made the following comments:

The experience was what we made it  
Was not sure what the supervisor expected of the student teacher  
Not as demanding as a regular routine  
Wonderful  
Very tiring  
At times discouraging because of so much work.

In part B of this section respondents were asked to indicate which opportunities they felt they should have had during student teaching in order to prepare them better for teaching home economics. Eighteen items were listed and respondents could check as many as they wished. As can be seen in Table V, the largest percentage of respondents reporting (62 per cent), felt they needed more explanation of departmental budgets, reports, etc. More than half the respondents felt they should have had more experiences using a variety of teaching methods and techniques. Forty-three per cent desired a planning visit to the student teaching center prior to their arrival as a student teacher, and 42 per cent indicated they would like to have had additional work with Future Homemakers of America. One third of the respondents suggested teaching experience in more than one school, with more than one supervising teacher; additional subject matter areas to teach; and additional constructive criticism from supervising teacher as ways to improve adequacy of the student teaching experience.

Approximately one fourth of the respondents indicated that more days of full-time teaching, additional constructive criticism from the

TABLE V

SUGGESTIONS FROM FIFTY-THREE RESPONDENTS FOR CHANGES OR  
ADDITIONS TO IMPROVE ADEQUACY OF STUDENT TEACHING  
EXPERIENCE IN HOME ECONOMICS

Suggestions	Per Cent
Explanation of departmental budgets, reports, etc.	62
More experiences using a variety of teaching methods and techniques	58
A planning visit to student teaching center prior to arrival as a student teacher	43
Additional work with Future Homemakers of America	42
Teaching experience in more than one school	34
Teaching experience with more than one supervising teacher	34
Additional subject matter areas to teach	34
Additional constructive criticism from supervising teacher	34
More days of full-time teaching	26
Additional constructive criticism from college supervisor	26
Longer period of observation	25
A larger variety of age levels of pupils	21
More help from supervising teacher	21
More work with the home, school, and community experience program	19
More opportunity to do own planning	11
Additional participation in general school affairs	11
More help from college supervisor	11
More authority as a student teacher	8

college supervisor, and a longer period of observation would have improved their student teaching experience. A larger variety in ages of pupils, more help from the supervising teacher, and more work with the home, school, and community experience program were suggested by approximately 20 per cent of the respondents. Eleven per cent desired more opportunity to do their own planning, additional participation in general school affairs, and more help from the college supervisor. Only four respondents (8 per cent) suggested having more authority as a student teacher.

Changes in addition to those suggested in the questionnaire were given by fifteen per cent of the subjects and included the following:

- More planning time before teaching, having plans checked
- More experience in planning and organizing laboratories
- Experience in different types of schools
- More help on reports for state
- Orientation period with actual student teachers and prospective student teachers
- More help with classroom management and discipline.

One respondent felt "there can be little improvement over the present program" and another felt the program needed no revisions when she reported "mine was really tops."

#### General Suggestions and Recommendations

In Part VIII, respondents were asked to react to the following statements:

- A. If you feel that your student teaching experience was inadequate to prepare you to begin teaching, please explain below.
- B. If you feel that your student teaching experience was adequate to prepare you to begin teaching, please explain below.

- C. In light of your experience as a teacher, do you have any additional suggestions in relation to your preparation for teaching home economics? Please state below.

In general, respondents appeared to feel their student teaching experiences prepared them adequately for teaching, since forty-four of the participants responded to statement B. Sixteen of these respondents, or 36 per cent, reported that they felt the student teaching experience was as adequate as it could be and that it was a necessary experience in preparing for teaching. One fourth of the respondents reported that their supervising teacher was very helpful in making the experience valuable because she offered suggestions, gave ideas, helped student teachers feel confident, gave them freedom to experiment, and helped them realize and assume the many responsibilities associated with teaching home economics. Eight additional subjects, or 14 per cent, emphasized the fact that student teaching helped them assume the responsibilities of a teacher and helped them develop confidence in becoming a teacher. One respondent summarized the experience by stating:

In general, I really think it [student teaching] gave me a good introduction to teaching. It helped me mainly to see if I liked teaching. It helped me to plan lessons with a fair degree of competence and fit all of the other duties of a teacher in place. The conferences with my college supervisor were most helpful. . . . I felt after my student teaching experience, that it pulled together all of my home economics training, but more than that, it called upon me to use my imagination and ingenuity.

Fifteen subjects responded to statement A. In summarizing their comments, six respondents felt the student teaching experience and the period of observation were not long enough; four felt it was inadequate

because of teaching experience in only a few areas of home economics, with only one grade level of pupils, and/or in too small a school. Three respondents reported that the detailed lesson plan was emphasized too much and several thought they lacked preparation for handling discipline problems. Two indicated that they felt the student teaching centers are "ideal" and not representative of many actual situations which may be encountered later on as teachers.

Additional suggestions (Statement C) were given by 87 per cent of the respondents. The comments made by the participants were grouped into related types and the major suggestions are summarized as follows:

1. The student teaching experience might be more valuable if the length of time was extended. [Two respondents suggested an internship as a solution.]
2. Student teachers might benefit more from observation if they were better prepared for it and if the length of time was extended.
3. The courses dealing with methods and curriculum may be more beneficial if they would begin in the junior year and if they were at least one semester in length.
4. A better understanding of both the vocational and the non-vocational home economics programs may better prepare student teachers for teaching in either situation.
5. Additional help with planning and organizing laboratories might be valuable in preparation for teaching home economics.
6. More information about planning for the opening day of school may be beneficial in getting the home economics classes started.
7. Potential home economics teachers might benefit from more preparation in using audio-visual aids and equipment.

8. Some study of sewing machine repair prior to teaching may be helpful for the home economics teacher.
9. Some of the actual experience as a teacher cannot be replaced by course work prior to teaching.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### Summary

A major challenge of a modern college or university is the preparation of its graduates to meet satisfactorily the professional and personal demands made upon them after graduation. These demands change rapidly in this age of technological advancement. Facts about the lives alumnae have led after graduation are useful in deciding the experiences which should be provided for today's students. Feelings of graduates regarding the adequacy of their college education also provide material worthy of consideration by those responsible for present day curriculum changes. A follow-up study of home economics education graduates may provide information about the effectiveness of the teacher education program in home economics and identify needs for curriculum development and/or change in this program at Kansas State University.

The problem. The purposes of this study were (1) to determine the types of employment engaged in by graduates of the home economics education program; (2) to ascertain feelings about the adequacy of each graduate's preparation for teaching in relation to professional education and home economics subject matter; and (3) to make recommendations for changes deemed desirable in relation to the home economics and professional education experiences, including student teaching.

Procedure. Related literature was reviewed by the investigator.

A questionnaire was developed and sent to 114 graduates who received undergraduate degrees in home economics education from Kansas State University between January, 1963, and May, 1964.

The first page of the questionnaire dealt with general information and was to be answered by all respondents who returned the questionnaires. Those subjects who had taught and/or were teaching home economics classes were to complete the remainder of the questionnaire which was concerned with strengths and weaknesses of professional education courses, their assessment of their adequacy of preparation for teaching various aspects of home economics, feelings of adequacy for assuming the responsibilities of a beginning teacher, and an evaluation of the total student teaching experience.

A jury trial on the questionnaire was completed prior to the final mailing, and a cover letter was developed to accompany the questionnaire. Usable replies were received from ninety-four graduates. Of this number, fifty-three had completed the entire questionnaire.

Major findings. Major findings from the study were classified according to sections of the questionnaire as follows:

1. Report from graduates
2. Evaluation of college preparation for teaching
3. Adequacy of preparation for teaching various aspects of home economics
4. Responsibilities of each as a beginning teacher

5. Evaluation of student teaching experience

6. Other suggestions from graduates

Eighty-five per cent of the respondents had majored in vocational home economics education and 14 per cent in non-vocational home economics education. Of the ninety-four respondents, 56 per cent had taught and/or were teaching home economics at the time of the study. A variety of types of work was reported by the subjects; however, 77 per cent were employed in professional level positions.

Respondents, in general, felt that Educational Psychology I and II and Principles of Secondary Education had been of little value in preparing them for teaching home economics because they dealt mainly with theory and only slightly with application. Suggestions for improving these courses included use of better, newer, and more interesting teaching methods by instructors and elimination of repetition in course content. Most respondents felt that Curriculum in Home Economics was a valuable course and all respondents reported that Methods of Teaching Home Economics was a useful course in preparing them for teaching home economics. Respondents suggested that these two courses would be more effective if they were longer and if more time was spent on evaluation procedures, audio-visual materials, and learning about the Future Homemakers of America.

Subjects indicated that student teaching was the strongest professional education course for preparing students to teach home economics because of the actual teaching experience involved. All respondents reported that the course was of value, major reasons being

that it helped develop confidence and skills in becoming a teacher. The most common suggestion for improving the experience was to extend the length.

Of the seven areas of home economics included in high school programs, respondents felt most adequately prepared for teaching in the foods and nutrition area and least adequately prepared in the area of housing and home furnishings. However, in the aspect of construction of clothing in the clothing and textiles area the largest number of responses of "highly adequatw" preparation was reported. The greatest feelings of inadequate preparation were reported in the housing area in the specialized aspect of renovation of furniture and furnishings. As respondents checked their adequacy of preparation in the areas of home economics these areas assumed the following rank order from most to least adequate preparation:

- Foods and Nutrition
- Management and Consumer Education
- Clothing and Textiles
- Family Relations
- Child Development
- Health and Care of Sick
- Housing and Home Furnishings

Assuming the teacher role and understanding its philosophy was the competence of beginning teachers for which the respondents reported the most adequate feelings of preparation. They felt least adequately prepared and had fewer responsibilities for program implementation. The one responsibility for which more than three fourths felt inadequately prepared was meeting the needs of pupils with varying abilities.

Nearly three fourths of the respondents indicated that they were not responsible for teaching adult home economics classes and approximately two thirds reported they had no responsibilities concerning the Future Homemakers of America program.

Two thirds of the subjects felt that five weeks of student teaching was an adequate length of time; whereas, one third felt this was not long enough. In general, respondents felt student teaching was a worthwhile, pleasant experience from which valuable learnings were obtained. Sixty-two per cent indicated they desired more explanation of departmental budgets and reports, and more than half of the respondents desired more experiences in using a variety of teaching methods and techniques during student teaching.

Eighty-three per cent of the respondents indicated that student teaching had provided adequate preparation for teaching, since it helped them see and assume the many responsibilities associated with teaching home economics, and it helped them develop confidence in their ability to become teachers.

Respondents made suggestions for certain ways in which their preparation for teaching could have been improved. These included:

Longer period of time for observation and student teaching.

Begin methods and curriculum classes before the senior year and extend the length to one semester.

Teaching experience in more areas of home economics and with more than one grade level.

Less emphasis on detailed lesson plans.

More preparation needed for planning and organizing laboratories.

Gain a better understanding of more than one school.

Additional preparation in using audio-visual aids and equipment.

More guidance concerning classroom control and discipline.

In general, respondents reported feelings of adequate preparation for teaching home economics.

### Recommendations

Recommendations resulting from this study may provide assistance to those responsible for planning the curriculum for students majoring in home economics education at Kansas State University.

Recommendations have been grouped into five categories--professional education courses, home economics, responsibilities of the beginning teacher, in-service education, and further research.

Professional education courses. Certain revisions in the educational psychology and secondary education courses may be desirable to make these courses increasingly pertinent and meaningful to students as potential teachers.

Effective planning by instructors for each course would eliminate overlapping of content. Certain revisions of subject matter included in each course may be appropriate from time to time as new knowledge is acquired and public schools assume somewhat changing responsibilities, roles, and structure. Students need to be guided to see future applications of basic principles included in these courses.

If prospective teachers are to be fully prepared to begin to teach it would be well for them to see exemplified in professional education courses the best, most effective, and most interesting methods of teaching.

Teachers of any course, particularly professional education courses, cannot afford to use obsolete methods or be other than enthusiastic about what they teach.

The professional education courses dealing specifically with curriculum planning and teaching home economics in the secondary school might appropriately be expanded or revised in certain content areas to prepare students more adequately for teaching home economics.

An increased number of contact hours in Curriculum in Home Economics and Methods of Teaching Home Economics may give students increased opportunity for additional preparation in planning and organizing laboratories, using evaluation procedures more effectively, becoming more familiar with the Future Homemakers of America organization, developing usable lesson plans, and using audio-visual aids and equipment, all of which might result in increased skills in areas related to teaching performance. Introducing these courses during the junior year rather than the senior year might help the potential home economics teacher develop an earlier realization of what is involved in the teaching process and might provide a more gradual introduction to the student teaching experience.

If students were enrolled in the methods course during the semester prior to student teaching, students might be better prepared for their September Observation. This change, along with an expanded September Observation period which will begin in the fall of 1965, would allow students more opportunity to view the total responsibilities involved in teaching home economics prior to the student teaching experience.

The best teaching in courses such as these is that which helps the potential teacher see applications of basic principles in a variety of situations.

Certain revisions in the student teaching experience may be made in order to make this experience more relevant and applicable in view of impending teaching.

Extending the student teaching experience to more than five weeks in length might allow students to teach in more areas of home economics, work with a larger variety of age levels, and provide opportunity to work with more than one supervising teacher and/or in more than one school.

A longer period of student teaching might allow time for student teachers to develop a better understanding of preparing departmental budgets, reports, etc., and, in addition, this longer period might provide time for the use of a wider variety of teaching methods and techniques.

Allowing some choice on the part of the student teacher in determining the type of student teaching center to which she will be assigned may make her experience more appropriate for the situation in which she will teach the following year. A student teacher who had been graduated from a small rural high school might be permitted to complement her professional background by being assigned to a student teaching center in an urban or city system and vice versa.

Home economics. Certain aspects of the home economics curriculum might be expanded or modified to meet more effectively the needs of future home economics teachers.

In order for potential teachers to be better prepared as "generalists" so as to be able to teach in all areas of home economics, more preparation appears desirable in relation to:

- Grooming
- First aid and home care of the sick
- Community housing problems
- Renovation of furniture and furnishings
- Finding resources for child and family welfare in the community

Certain revisions of subject matter included in each course may be appropriate from time to time as new knowledge is acquired and as the emphasis in secondary home economics is expanded to prepare pupils for the world of work.

To the extent possible, instructors of home economics courses may make their subject matter more meaningful for potential teachers by helping students see application of principles in a variety of situations and by actually relating the subject matter to the needs of future teachers.

Responsibilities of the beginning teacher. When teacher educators know the major responsibilities of beginning teachers, they may revise courses and/or requirements in order to make their preparation more meaningful and directly pertinent to these needs.

Additional preparation for meeting the needs of pupils with varying abilities, organizing laboratory classes, maintaining desirable discipline and class control, guiding group discussions, and evaluating teaching techniques and devices may more adequately help potential teachers assume the responsibilities involved in the teaching process.

More guidance in selecting textbooks for class use and setting up departmental budgets might help students feel more adequately prepared for implementing the home economics program.

To better prepare students for the teacher-citizen role, educators might provide additional help in identifying and interpreting needs of pupils and families which may be met through the homemaking program.

More guidance in using research to develop and test instructional methods would be valuable for students as they prepare to teach home economics. Additional opportunities to participate in research studies might help them feel more adequately prepared for doing these things.

In-service education. In any teacher education program, it is extremely difficult to prepare students to do adequately all things expected of them as teachers.

Teachers who continue to grow in their profession are those who assume responsibility for their own continuing education and who seek opportunity to supplement their pre-professional preparation. Graduates of any teacher education program need to assume these responsibilities.

Further research. Periodic reappraisals of the home economics teacher education program are deemed desirable in view of on-going changes and developments in home economics, in college curriculums, and in public secondary schools.

A similar type of follow-up study might be made again in order to assess how another group of subjects feels in relation to their preparation for teaching.

**BIBLIOGRAPHY**

## SELECTED BIBLIOGRAPHY

## A. BOOKS

- Anderson, Vernon E. Principles and Procedures of Curriculum Development. New York: Ronald Press Company, 1956.
- Conant, James Bryant. The Education of American Teachers. New York: McGraw-Hill Book Company, Inc., 1963.
- Curtis, Dwight K. and Leonard O. Andrews. Guiding Your Student Teacher. New York: Prentice-Hall, Inc., 1954.
- Doll, Ronald C. Curriculum Improvement: Decision Making and Process. Boston: Allyn and Bacon, Inc., 1964.
- Hall, Olive A. and Beatrice Paolucci. Teaching Home Economics. New York: John Wiley and Sons, Inc., 1961.
- Lee, Jeanette A. and Paul L. Dressel. Liberal Education and Home Economics. New York: Bureau of Publications, Teachers College, Columbia University, 1963.
- Oliver, Albert I. Curriculum Improvement A Guide to Problems, Principles and Procedures. New York: Dodd, Mead, and Company, 1965.
- Stratemeyer, Florence B. and Margaret Lindsey. Working With Student Teachers. New York: Bureau of Publications, Teachers College, Columbia University, 1958.
- Taba, Hilda. Curriculum Development Theory and Practice. New York: Harcourt, Brace, and World, Inc., 1962.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES,  
AND OTHER ORGANIZATIONS

- American Home Economics Association Committee on Philosophy and Objectives of Home Economics. Home Economics New Directions. Washington: American Home Economics Association, 1959.
- American Home Economics Association. Home Economics In Higher Education. Washington: American Home Economics Association, 1949.

- Armstrong, W. Earl and T. M. Stinnett. A Manual on Certification Requirements for School Personnel in the United States. National Commission on Teacher Education and Professional Standards. Washington: National Education Association, 1962.
- Averill, Lloyd J. "The Vulnerability and Viability of the Liberal Arts," Current Issues in Higher Education, Undergraduate Education. Association for Higher Education. Washington: National Education Association, 1964.
- Chadderdon, Hester. "Evaluation and Research," The Bulletin of the National Association of Secondary School Principals, 48:66-72, Washington: National Education Association, 1964.
- Conant, James B. "The Certification of Teachers: The Restricted State Approved Program Approach," Freedom With Responsibility in Teacher Education. Seventeenth Yearbook of The American Association of Colleges for Teacher Education. Washington: National Education Association, 1964.
- Coon, Beulah. Home Economics in the Public Secondary Schools. U. S. Department of Health, Education, and Welfare. Washington: U. S. Government Printing Office, 1962.
- Foshay, Arthur W. and James H. Hall. "Research in Curriculum Improvement," Research for Curriculum Improvement. Yearbook of the Association for Supervision and Curriculum Development. Washington: National Education Association, 1957.
- French, James. "The Principal's Role in Professional Laboratory Experiences," New Developments, Research, and Experimentation in Professional Laboratory Experiences. The Association for Student Teaching. Bulletin No. 22. Cedar Falls, Iowa: State College of Iowa, 1964.
- Goodlad, John I. "An Analysis of Professional Laboratory Experiences in the Education of Teachers," New Developments, Research, and Experimentation in Professional Laboratory Experiences. The Association for Student Teaching. Bulletin No. 22. Cedar Falls, Iowa: State College of Iowa, 1964.
- Home Economics Seminar. French Lick, Indiana, July 24-28, 1961.
- Junge, Charlotte W., Yvonne Lofthouse, and Helen T. Suchara. "A Rationale for Professional Laboratory Experiences," The Outlook in Student Teaching. 41st Yearbook of the Association for Student Teaching. Dubuque, Iowa: William C. Brown Company, Inc., 1962.

Lawson, Dorothy S. "Education for Improved Family Living," The Bulletin of the National Association of Secondary School Principals. 48:15-28, Washington: National Education Association, 1964.

Lingren, Vernon C., E. Samuel Hoenstine, Stephen E. Pavlak, and Irvin J. Shutsy. "Visions of the Next Decade," The Outlook in Student Teaching. 41st Yearbook of the Association for Student Teaching. Dubuque, Iowa: William C. Brown Company, Inc., 1962.

Regier, Herold G. "Identification of Teacher Competencies to be Developed Pre-Service and Those Believed to be Developed Best In-Service," New Developments, Research, and Experimentation in Professional Laboratory Experiences. The Association for Student Teaching. Bulletin No. 22. Cedar Falls, Iowa: State College of Iowa, 1964.

Rhineland, Philip H. "General Education and Pressures for Specialization," Current Issues in Higher Education, Critical Decisions in Higher Education. Association for Higher Education. Washington: National Education Association, 1963.

The Association for Student Teaching. Research Abstracts Bulletin, No. Three. Cedar Falls, Iowa: State Teachers College, 1959.

Thomas, Virginia F. Enrollment in Home Economics Education and Employment Status of Graduates the First Year Following Graduation 1962-63. Home Economics Education Branch, U. S. Department of Health, Education, and Welfare. Washington: Office of Education, 1964.

#### C. PERIODICALS

Allen, Mable Elrod. "Attitudes Toward the Supervisory Teacher Program," Journal of Home Economics, 50:286-87, April, 1958.

Amidon, Edna P. "Home Economics in a Scientific Age," Journal of Home Economics, 50:655-59, October, 1958.

Barnes, Donald L. and Charles D. Shipman. "Changing Patterns in State Requirements for Teacher Certification," The Clearing House, 36:158-60, November, 1961.

Burnett, Jeanne Kendall. "A Student Teacher Speaks," Journal of Home Economics, 53:305-06, April, 1961.

Coleman, Margaret A. "An Analysis of the Responsibilities of the First-Year Homemaking Teacher With Implications for Teacher Education," Journal of Home Economics, 45:Abstract, 201, March, 1953.

- Cox, T. Dan and Herbert F. A. Smith. "Duplication of Course Content: Student Teachers' Attitudes," Journal of Teacher Education, 10:47-48, March, 1959.
- Cross, Aleene A. "On the Job Activities and Feelings of Preparation of Homemaking Teachers and Home Agents," Journal of Home Economics, 52:Abstract, 210, March, 1960.
- Dalrymple, Julia. "Concept Structuring of Home Economics Education Curriculum," Journal of Home Economics, 57:431-33, June, 1965.
- Horn, Marilyn J. "Accreditation: Second Progress Report," Journal of Home Economics, 56:659-62, November, 1964.
- Kuhl, Raymond E. "Time for Student Teaching," Journal of Teacher Education, 12:43-47, March, 1961.
- Lyle, Mary S. "Graduates Reflect on Their Education," Journal of Home Economics, 49:9-12, January, 1957.
- Martin, Edna. "Trends in Home Economics Education," Journal of Home Economics, 45:23-24, January, 1953.
- Schwartz, Sheila. "The Principal's Role in the Student Teaching Program," Journal of Teacher Education, 13:78-81, March, 1962.
- Schooling, H. W. "Partnership in Teacher Education," National Education Association Journal, 51:61-62, May, 1962.
- Wilkinson, Rachel D. "Student Teaching Experiences," Journal of Teacher Education, 9:367-68, December, 1958.
- Woodruff, Asahel D. "Problems in Improving Teacher Education," Journal of Teacher Education, 14:243-47, September, 1958.

#### D. UNPUBLISHED MATERIALS

- Downs, Annie L. "A Continual Follow-Up Study of the Activities of the Home Economics Graduates, Howard University," Unpublished Master's thesis, Howard University, Washington, D. C., 1957.
- Hough, Janet Lucille Kerby. "An Analysis of the Adequacy of Preparation for Teaching Home Economics by One Hundred Fifty-Eight Graduates from the New York State College of Home Economics at Cornell University," Unpublished Master's thesis, Cornell University, Ithaca, 1963.

Jaituni, Anupama. "A Study to Discover How Selected Northern Illinois University Home Economics Student Teachers Feel About the Adequacy of Their Preparation to Teach Home Economics at the Secondary School Level," Unpublished Master's thesis, Northern Illinois University, 1963.

Peterson, Bernadine Helen. "A Study of the Off-Campus Student Teaching Experience in Home Economics at the University of Wisconsin," Unpublished Master's thesis, University of Wisconsin, Madison, 1957.

Walsh, Ann Louise, "Some Practices in Home Economics Student Teaching Which Produce Satisfactory Supervisory Relationships," Unpublished Master's thesis, Oregon State University, 1960.

#### E. MISCELLANEOUS

Kansas State University. Kansas State University Bulletin, General Catalog: 1964-66. Vol. 48. Manhattan: Kansas State University of Agriculture and Applied Science, 1964.

State Board for Vocational Education. Kansas Guide For Homemaking Education. Topeka: Homemaking Education, State Board for Vocational Education, 1962.

APPENDICES

APPENDIX A

## REPORT FROM GRADUATES

- I. What was the date of your graduation from Kansas State University?  
Mark with an (x) the appropriate blank.

January, 1963                       January, 1964  
 June, 1963                             May, 1964  
 August, 1963

- II. What was your major at Kansas State University?  
Indicate with an (x) those that apply.

Home Economics Teaching - Vocational  
 Home Economics Teaching - Non-vocational  
 Home Economics Extension  
 Other (Identify) \_\_\_\_\_

- III. What have you done professionally since graduation?

- A. List the professional positions you have held in order of  
their occurrence since graduation from Kansas State University.

POSITION	WHERE	WHEN
1.		
2.		
3.		
4.		

- B. Mark with an (x) in the appropriate blank or blanks indicating the type or types of work in which you are presently engaged.

Home Economics Teacher (Vocational)  
 Home Economics Teacher (Non-vocational)  
 Teacher other than Home Economics  
     Specify subject \_\_\_\_\_ Grade level \_\_\_\_\_  
 Home Economics Agent  
 Food Service Worker  
 Manager or Supervisor of Food Service  
 Dietitian                       Bookkeeper  
 Homemaker                       Secretary  
 Graduate Student               Other - Specify \_\_\_\_\_  
 Receptionist

THOSE WHO HAVE HELD A POSITION AS A CLASSROOM TEACHER OF HOME ECONOMICS, PLEASE COMPLETE THE REMAINDER OF THE QUESTIONNAIRE. THOSE WHO HAVE NOT TAUGHT HOME ECONOMICS NEED COMPLETE ONLY THIS PAGE.

EVALUATION OF COLLEGE PREPARATION  
FOR TEACHING

IV. Make a statement for each professional education course listed concerning the strengths and weaknesses in helping to prepare you for teaching home economics. Respond only to those courses taken at Kansas State University.

1. Educational Psychology I \_\_\_\_\_

---

---

---

.

2. Educational Psychology II \_\_\_\_\_

---

---

---

.

3. Principles of Secondary Education \_\_\_\_\_

---

---

---

.

4. Curriculum in Home Economics \_\_\_\_\_  
(Vocational Home Economics Curriculum)

---

---

---

.

5. Methods of Teaching Home Economics \_\_\_\_\_

---

---

---

.

6. Student Teaching \_\_\_\_\_

---

---

---

.

- V. Mark an (x) in the appropriate column indicating how you feel about the adequacy of your preparation for teaching the aspects of home economics listed.

ASPECTS OF HOME ECONOMICS		Highly Adequate	Adequate	Somewhat Inadequate	Inadequate
1.	<u>CLOTHING AREA:</u>				
	Care, alteration and renovation of clothing				
	Construction of clothing				
	Grooming				
	Selection and purchasing of clothing				
	Textiles				
	Wardrobe planning				
2.	<u>FOODS AREA:</u>				
	Food preparation and serving				
	Food preservation				
	Meal management for the family				
	Meeting nutritional needs of the individual and the family				
	Selection of food in the market and costs				
3.	<u>FAMILY RELATIONS AREA:</u>				
	Community resources for family welfare				
	Family and social relations				
	Marriage relations				
	Personal and social development				
4.	<u>CHILD DEVELOPMENT AREA:</u>				
	Guidance and understanding of children				
	Physical care of infants and children				
	Prenatal care				
	Resources for child welfare in the community				
5.	<u>HEALTH AND CARE OF SICK AREA:</u>				
	First aid and home care of sick				
	Home safety				
	Maintenance of health--individual, community, and family				
6.	<u>MANAGEMENT AND CONSUMER EDUCATION AREA:</u>				
	Conservation and wise use of time and energy				
	Consumer buying				
	Making management choices and decisions				
	Management of finances				
	Protecting consumer interests				
7.	<u>HOUSING AREA:</u>				
	Care of the home				
	Choosing and planning a home				
	Community housing problems				
	Furnishing the home				
	Renovation of furniture and furnishings				
	Selection, use, and care of home equipment				

VI. Think back to your first semester as a home economics teacher. How did you feel about your preparation for carrying out the following responsibilities?

Place an (x) in the column which best describes your responsibilities as a beginning teacher, and how you felt about them.

RESPONSIBILITIES	Adequately prepared	Not adequately prepared	Not responsible
1. <u>THE TEACHING PROCESS:</u>			
Understanding needs and problems of pupils of different ages			
Developing and stating objectives for learning			
Planning lessons			
Planning learning experiences			
Organizing laboratory classes			
Guiding group discussions			
Using a variety of teaching techniques and resources effectively			
Communicating to the pupils in the classroom			
Meeting the needs of pupils with varying abilities			
Teaching through concepts and generalizations			
Maintaining desirable discipline and class control			
Teaching adult home economics classes			
Evaluating pupil learning objectively			
Evaluating teaching techniques and devices used			
Evaluating own effectiveness as a teacher			
2. <u>PROGRAM IMPLEMENTATION:</u>			
Recognizing the value of effective planning			
Planning the yearly program including the seven areas of home economics			
Using the state curriculum guide as a basis for planning			
Selecting textbooks for class use			
Locating and obtaining appropriate teaching materials			
Using teaching resources, aids, and facilities			
Planning and carrying out the home experience program			
Coordinating F.H.A. with the home economics program			
Advising an F.H.A. chapter			
Working with the degree program in F.H.A.			
Supervising F.H.A. money making projects			
Setting up departmental budget			
Completing State Vocational Forms			
Preparing reports, records, files, etc.			

RESPONSIBILITIES		Adequately prepared	Not adequately prepared	Not responsible
3.	<u>INTERPERSONAL RELATIONSHIPS:</u>			
	Assuming leadership roles with parents and pupils			
	Guiding individual pupils			
	Working with small groups of pupils			
	Cooperating with administration, other teachers, and professional services of the school			
	Working with other school employees			
	Participating in out-of-class school affairs			
4.	<u>TEACHER ROLE AND PHILOSOPHY:</u>			
	Interpreting to others the goals and practices of the home economics profession			
	Participating in professional groups and organizations			
	Adhering to a professional code of ethics			
	Developing own philosophy of teaching home economics			
5.	<u>TEACHER-CITIZEN ROLE:</u>			
	Understanding and appreciating families of differing socio-economic groups			
	Understanding and appreciating family life of cultures other than own			
	Working with home, school, and community experience program			
	Serving as a resource person to the community			
	Identifying and interpreting needs of pupils and families which may be met through the home-making program			
	Accepting what the community expects of one as a home economics teacher			
	Functioning as a member of the school community			
6.	<u>RESEARCH:</u>			
	Reading research reports in scientific and technical journals			
	Using research to develop and test instructional methods			
	Participating in research studies			

## VII. How did you feel about your student teaching experience?

A. Mark with an (x) in the appropriate blanks to indicate how you felt about your student teaching experience.

1. Length of student teaching was

too long

too short

adequate length

other (please specify) \_\_\_\_\_

2. Course work during student teaching block was

too easy

not practical

too hard

valuable learnings

too much 'busy work'

other (please specify) \_\_\_\_\_

3. The student teaching experience in general was

expensive

pleasant

worthwhile

other (please specify) \_\_\_\_\_

unpleasant

B. Mark with an (x) those opportunities which you think you should have had in student teaching to better prepare you for teaching home economics.

Longer period of observation

A planning visit to the student teaching center prior to the arrival as a student teacher

More experiences using a variety of teaching methods and techniques

Teaching experience in more than one school

A larger variety in age levels of pupils

Teaching experience with more than one supervising teacher

Additional subject matter areas to teach

More help from supervising teacher

More help from college supervisor

More days of full-time teaching

Additional work with F.H.A.

More opportunity to do own planning

Additional participation in general school affairs

More authority as a student teacher

More work with the home, school, or community experience program

Additional constructive criticism from college supervisor

Additional constructive criticism from supervising teacher

Explanation of departmental budgets, reports, etc.

Other (explain) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VIII. General suggestions and recommendations.

- A. If you feel that your student teaching experience was inadequate to prepare you to begin teaching, please explain below.
- B. If you feel that your student teaching experience was adequate to prepare you to begin teaching, please explain
- C. In light of your experience as a teacher, do you have any additional suggestions in relation to your preparation for teaching home economics? Please state below.

APPENDIX B

February 10, 1965

Dear Home Economics Education Graduate:

In what types of professional work are our graduates engaged? Is our university Home Economics Education program meeting the needs of potential teachers? In other words, is it preparing students adequately for teaching home economics? I need your help in finding the answers to these and other questions.

This study is a part of my Master's degree program in Home Economics Education at Kansas State University, under the direction of my adviser, Dr. Bernadine Peterson. The results of this study will provide information vital to the future growth and development of the Home Economics Education program here at K-State.

Questionnaires are being sent to all Kansas State University graduates who have received baccalaureate degrees in Home Economics Education between January, 1963, and May, 1964. This follow-up study is not an attempt to evaluate any one course, but it is an attempt to discover the adequacy of the entire program.

So that the results of this research will be complete and realistic, I need your cooperation in this phase of the study. Will you please fill out the enclosed questionnaire and return it to me by February 26, 1965. Your reply will be kept confidential and you will in no way be identified in any phase of the study.

Thank you for your willingness to participate in the study.

Sincerely yours,

(Mrs.) Phyllis Jacobson Eshbaugh  
HT, June, 1963

PE:glp

A FOLLOW-UP STUDY OF HOME ECONOMICS EDUCATION GRADUATES,  
1963 AND 1964, KANSAS STATE UNIVERSITY

by

PHYLLIS JANET JACOBSON ESHBAUGH

B. S., Kansas State University, 1963

---

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1965

A major challenge of a modern college or university is the preparation of its graduates to meet satisfactorily the professional and personal demands made upon them after graduation.

Feelings of graduates regarding the adequacy of their college education may provide material worthy of consideration by those responsible for present day curriculum changes.

The purposes of this study were (1) to determine the types of employment engaged in by graduates of the home economics education program; (2) to ascertain each graduate's feelings about adequacy of preparation for teaching in relation to professional education and home economics subject matter; and (3) to make recommendations for changes deemed desirable in relation to home economics and professional education experiences, including student teaching.

Information was gathered by means of a questionnaire from ninety-four graduates of the home economics teacher education program at Kansas State University, all of whom had been graduated between January, 1963, and May, 1964.

Fifty-three respondents, or fifty-six per cent, had taught and/or were teaching home economics at the time of the study. A variety of types of work was reported by the subjects; however, seventy-seven per cent were employed in professional level positions.

Their student teaching experience was considered by respondents to be of the most value in preparing them to teach home economics. In general, respondents felt that course work in the psychology and principles of education had been of little value in preparing them for

teaching home economics. Courses dealing with curriculum planning and methods of teaching home economics were reported as providing valuable preparation.

Of the seven areas of home economics included in high school programs, respondents felt most adequately prepared for teaching in the foods and nutrition area and least adequately prepared in the housing and home furnishings area.

Assuming the teacher role and understanding its philosophy was the competence of beginning teachers for which respondents reported the most adequate feelings of preparation. They felt least adequately prepared and had fewer responsibilities for program implementation.

Two thirds of the subjects reported that five weeks of student teaching was an adequate length and one third felt it was too short. In general, respondents felt student teaching was a worthwhile, pleasant experience from which valuable learnings were obtained.

Eighty-three per cent indicated they had received adequate pre-service preparation. However, suggestions made for improving their preparation for teaching home economics included:

Provide a longer period for observation and student teaching.

Begin methods and curriculum classes before senior year and extend length.

Provide student teaching experience in more areas of home economics and with more than one grade level.

Emphasize detailed lesson plans less.

Provide more preparation for planning and organizing laboratories, for using audio-visual aids and equipment, for assuming the guidance role in the classroom, for evaluating learning, and for advising the Future Homemakers of America organization.

Major recommendations suggested by the investigator included revising or enriching professional education courses to make them more pertinent and meaningful to students as potential teachers; increasing the number of contact hours in courses dealing with curriculum and methods in home economics and introducing these courses before the senior year; and extending the length of the student teaching experience to more than five weeks, with the possibility of choice by students in relation to the type of center to which they would be assigned.

