This Book May Be Kept

FOURTEEN DAYS
A STUDY OF COLLEGE STUDENT GROWTH AS
SEEN IN OBSERVATION REPORTS OF
HIGH SCHOOL CLASSES
A STUDY OF COLLEGE STUDENT GROWTH AS SEEN IN
OBSERVATION REPORTS OF HIGH SCHOOL CLASSES

BY

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ACKNOWLEDGMENT

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A STUDY OF COLLEGE STUDENT GROWTH AS
SEEN IN OBSERVATION REPORTS OF
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The present world wide conflict calls attention to the need for a clear and concise reinterpretation of the meaning of democracy on the part of all concerned with the preservation of personal liberties. The fact that such destruction of personal rights and liberties could arise as a result of a social and economic condition clearly shows that man must be seriously concerned with the interpretation of democracy and the operation of its ideals. Democracy is not just a form of government; it involves more than the elements of economic, political, and social organization. It is a whole way of life. The past and present conditions prevailing in the totalitarian forms of government point to the responsibility of education in those nations which believe in democratic ideals.

People in the United States have discussed the principles of democracy for many generations, but there are still evidences that its meaning is not thoroughly understood. This lack of understanding is shown in attitudes toward and provision for members of other races, in the fact that millions are starving in a land of plenty, in the strife between labor and capital, and in the unwholesomeness of much of the political organization. In order to better present social conditions individuals must understand democratic ideals and must have grown up practicing them. The democratic ideals cannot be learned nor achieved by lip service. Democracy involves too many principles for sound accomplishment by that means. American people will not be able to resist those who seek to destroy the ideals of democracy until they as a group
are aware of the values involved and have a better understanding of what is meant by democratic living. In addition to the acquiring of a thorough understanding of the democratic ideal they must examine themselves to see how near they measure up to these beliefs and make plans to improve and strengthen democratic ideals in the schools, in themselves, and in the community. Psychologists state that one learns through experience followed by conclusions drawn from that experience, and that one reacts as a total organism. A re-evaluation of learning experiences reveals that the simplest point is learned more effectively and readily through experience. This is even more true with the democratic way of living. If education is interested in maintaining and improving a democratic social order learning experiences must be provided which give practice in carrying on democratic procedures and which promote the development of those personal characteristics necessary for democratic living. Two prominent educators define education as:

...that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases the ability to direct the course of subsequent experience. 1

Learning as reconstruction combines thinking, skill, information, and appreciation in a single unitary process, and it is characterized by flexibility, since it must constantly adapt itself to the circumstances of the situation. 2

Education which is viewed in this manner should be a demonstration of the kind of life in which the people of this country believe. When learning is considered as the reconstruction and reorganization of experiences one must recognize that individuals will develop the ideals

1 John Dewey, Democracy and Education, p. 89.
2 Boyd H. Bode, How We Learn, p. 249.
necessary for life in a democratic society only through democratic means. In the world today one can see the consequences of many forms of government which are the results of the type of environment produced through the efforts of educational agencies. The fact that racial hatreds and strong military power have been built through the schools of a few nations emphasizes the importance of interpreting the purposes of education in those countries believing in a democratic social order.

The Progressive Education Association recognizes the following as purposes basic to democratic development:

1. Fostering optimum individual development
2. Using cooperative action as a means of promoting personality development
3. Relying upon the free play of intelligence in solving problems of human concern

Based upon these principles of democratic action Millie Pearson gives the following well stated definition of a democracy:

Any social order based upon these purposes or ideals recognizes and respects individual worth, provides for personal growth and development, and consciously fosters cooperative group action where all men are constantly encouraged to participate in the construction and the continuous reconstruction of those values and decisions which determine the common good.

From this point of view the democratic way of life demands that people work and live sympathetically, intelligently, and cooperatively. This interpretation is based upon the belief that human life has a value in itself. In a democracy certain individual rights are guaranteed. The rights of freedom of speech and thinking, trial by jury, and the right to vote promote the welfare of all. Legislation although necessary in a democracy and to a certain degree limiting personal freedom has for


2 Ibid., p. 9
its purpose the promotion of the common good. Democratic living thus defined means a cooperative attack on social situations or problems.

A democracy places more faith in the value of man than any other form of social organization. Respect for personality and faith in man’s intelligence and ability to solve his problems is basic to its stability. The democratic ideal recognizes that through independent and collective thinking followed by cooperative action man arrives at a better solution of existing problems.

Education should promote the development of individual talents or potentialities and should make possible the contribution of these services to a democratic society. Democracy needs individuals who are able to make adjustments in day by day living which are satisfactory to themselves, their associates, and to society in general. A contributing, participating member of a democratic society influences that society. The social order in turn influences the individual. Through this social process of interaction the individual reaches his fullest development. He grows from independence to interdependence. Economic development no longer makes it possible for man to live independently of the rest of the world. A cooperative effort on the part of all individuals will help to maintain a democratic social order. Education, therefore, if it proposes to contribute to the building of the social order must assume the responsibility for helping to develop members of society who will work for the common good. Society is no better than the members which compose it; therefore it is the responsibility of the school to provide learning experiences which bring about change in the desired direction. The direction considered by the writer as desirable is that which leads toward the development of more democratic individuals
and society. John Dewey states that learning is experience and that
experience may be educative or mis-educative. If this belief is accepted
the school has a definite responsibility for providing experiences which
lead to the promotion of individual growth for participation in a
democratic society. One explanation of the purpose of the school is:

The school should be an enterprise in guided living. It is
the anticipation of desirable kinds of growth and conscious guidance
to produce them that distinguishes the school from any other social
enterprise. Only through an understanding of the implications of existing
conditions and the following of clearly understood social purposes can
the schools administer this kind of guidance.

Since society is constantly changing, the reconstruction of
standards and values in all areas of living is necessary in order that
individuals may assume their rightful place in the social order. The
members composing the social order have responsibilities and duties along
with the privileges and rights of a democratic society. Education, there­
fore, must provide for orientation of the individual. The individual
becomes a better member of society when he finds equilibrium in that
society. Unless he is able to identify himself with surrounding con­
ditions, the personality of the individual is not fully developed.

The school should be aware that the development of an ever-growing
sensitiveness and responsiveness to the activities, needs, desires and
rights of others is fundamental characteristic of democratic individuality.
School life should be so organized that the individual may learn to work
in cooperation with others, since it is here that one partially attains

1 John Dewey, Experience and Education, p. 13.
2 Harold Rugg and Others, John Dewey Society, Democracy and
Curriculum, p. 3.
his individuality as a member of the group. He should learn to think and act for the common good and yet be able to retain his own standards and values. He should know what he believes and have such firm convictions that he is willing to make sacrifices for that end. On the other hand he should be willing to set aside his activities and purposes, when to do so promotes the welfare of all concerned. Interdependence, that is a concern for, and ability to work with and for other people for the common good, is a characteristic of democratic individuality. Growth in the ability to work with others toward achieving a common goal is therefore an important objective in the school concerned with the development of democratic characteristics.

Another objective of the school should be the development of intelligent, thinking individuals who will be able to assume their rightful place in an ever changing society. Society is not static. One cannot accurately predict nor prophesy what will be in the future. A comparison of past and present conditions shows many situations now occurring which only a short time ago were not thought of nor believed to be possible. The effects of the present crisis if analyzed individually would show that many individuals have found it necessary to change their future plans and have recognized many changes in their thoughts and actions. The rapidity with which these changes have been and are now being made leads one to realize that education actually must function in the present. Only through meeting and solving problems today can one skillfully meet the problems which will constantly arise in the future. The greatest service that the school can render for the student is to train him to think. Training in the development of thinking means much practice in the solving of the pertinent individual
and group problems. This training can not be accomplished through the student's memorization of facts nor the teacher's dispensing of previously formulated conclusions. Students must arrive at their own conclusions through the application of facts and principles to the solution of problems. Homemaking education or any form of education should provide freedom of thought and action. Through such freedom one develops ability to use reflective thinking in solving personal and group problems. One group of educators gives the following analysis of the processes involved in reflective thinking:

a. To recognize clearly what the problem is
b. To bring past experience effectively to bear in making preliminary guesses as to what is the crux of the problem, that is, in guessing upon what factor in the situation it is most efficient to concentrate
c. To recognize what things previously learned may contribute to the solution of the problem
d. On this basis to form hypotheses that will serve as a basis for imaginary or practical experiment
e. To marshal evidence which either supports or invalidates any given hypothesis
f. To see what are the crucial tests to which an hypothesis can be subjected
g. To devise experimental conditions or to find analogous situations which will test the hypothesis most conclusively
h. To express conclusions unambiguously

Reflective thinking thus defined involves attitudes and habits rather than the memorization of facts. It develops the ability to discover, define, and solve problems. A definite part of reflective thinking is action involving the reorganization, reconstruction, the evaluation of experiences. There is evidence of learning when such action becomes an integral part of the behavior pattern. The value of education lies in the use of study to develop in the individual the ability to meet and solve problems.

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The educated person takes responsibility for directing his own life; therefore the educator's problem is that of providing learning situations which develop within the learner a desire for new information and a desire to produce new ideas. This desire can be created when the individual is given freedom and responsibility for participating in the planning and directing of his own activities. One aim of education should be to help the learner develop ability in self-direction, creativeness, and initiative.

Growth toward cooperatively determined goals should be the basis for evaluation in democratic learning situations. The test of such learning experiences lies in the changes of behavior and the manner in which the individual solves the problems which confront him.

Since society is not static, goals change as the society changes and as the individual grows. Goals should not be fixed but they should point the direction in which one should progress. Since evaluation should be based on growth toward these goals, the process of evaluation must be continuous and varied. This implies that students and the teacher should plan, execute, and evaluate all learning experiences. The philosophy stated by the Progressive Education Association recognizes the following relationship of evaluation to intelligence:

Where intelligence is given work to do, there the need for the evaluation of values, of ideas, of processes, is always present. It enters as soon as the values do. What we are here asking of evaluation is that it become conscious of its role in the total experimental process. And of the educator we are asking that he become aware of the fact that the participation of an individual in the act of planning implicates him in the process of evaluation.¹

Viewed in this manner evaluation is an essential part of all educational procedures.

¹ Progressive Education, May 1941, p. 22.
Ivol Spafford expresses the relation of evaluation to education in these words:

Education is concerned with continuous growth and development of the individual in all areas of living with a view to achieving a democratic way of life.¹

With this philosophy of evaluation, growth toward a more democratic individual is the primary consideration regarded in this study. Growth in this direction places emphasis upon intangible outcomes such as evidences of the student's ability to use reflective thinking in problem solving, their ability to assume responsibility for self-direction, and their improvement in responsiveness to and/or adjustment to social environment.

Many experiences in class situations contribute to the development of more democratic individuals. Where this is the purpose of the school all learning situations should be so planned that the student can have experience in democratic living. Based upon these understandings of educational purposes this study was made to determine the contribution of observations and observation reports of high school home economics classes to the growth of the individual college student. According to criteria cooperatively set up in the class here referred to, the evidences of individual growth which a democratic society seeks to develop are:

1. An increasing social sensitivity
2. The ability to use reflective thinking in problem solving
3. The ability to direct ones own activities.

The group which was studied was a class in methods of teaching in Home Economics Education at Oklahoma Agricultural and Mechanical

¹ Ivol Spafford, A Functioning Program in Home Economics, p. 70.
College. The course entitled "Student Teaching in Home Economics" is required for all students majoring in the departments of Home Economics, Home Life, and Household Science. The class was taught in two sections. The procedures of the two sections varied somewhat because of individual differences; however practically the same purposes were achieved. Since the objectives and the procedures used in the two sections were similar, a detailed description of only one section of the class is included in this study.

The first meetings of this section of the class consisted of discussing together the purposes and aims for the course and in getting acquainted. Each student was asked to make a list of what she hoped to learn and how this might be accomplished. A volunteer committee took over the job of compiling these suggestions. The purposes finally decided upon through class discussion were the development of the class members as individuals, as members of a group, as leaders of groups, and as future teachers. After discussing these purposes the group decided that they wished to be democratic individuals. They spent some time discussing democratic procedures and democratic action. They believed that the school should provide good learning experiences and that all class work should help individuals grow toward more democratic individuality. Class members were asked to think on the question of what makes a class a good learning situation. After much discussion criteria for good learning experiences were set up. These criteria as worded by the group were that students be provided with
opportunities:

a. To participate in the planning of class purposes, content and procedures to be used
b. To participate and to contribute in cooperative group action and to do collective thinking
c. To create, select, and weigh values
d. To select and follow alternative courses of action when solving personal or group problems
e. To evaluate results of action and to measure individual and group progress
f. To use evaluations made as guides for further planning
g. To widen the area of common concern by extending class work beyond the classroom
h. To express their own ideas through chosen media for the purpose of self-education
i. To carry on investigation and experimentation

After much discussion of the meaning of these criteria a study plan was made which attempted to carry them out. Discussion of the need for providing opportunity for students to participate in planning disclosed the fact that these students believed that they should participate in determining class purposes, content and procedures. Therefore they listed the things which they wanted to learn, their purposes, and how this learning would be achieved. Such planning was carried on by individuals and by volunteer planning committees. A volunteer committee took the individual suggestions for class plans and compiled a "Plan of Work" which was presented to the whole group for criticism and revision. The revised form of the plan of work proposed and accepted by the
members of the class with the approval of the teacher is shown on
page 13. This plan had two levels of activities. The first column
called "Essentials" contained a list of activities which these students
thought every class member should accomplish. The second column,
"Additional", contained suggestions for those who wished to accomplish
more work.

The carrying out of the plan of work called for a somewhat
different type of class organization than that ordinarily followed
in college classes. For that reason much time was spent in discussing
ways and means of providing learning situations which met the proposed
criteria.

In order to participate and to contribute in cooperative group
action and to do collective thinking the kinds of experiences proposed
by class members included both class discussions and laboratory
experiences. The laboratory work proposed consisted of group work on
specific class problems and observations in high school home economics
classes. Since it was decided that all class members should have
opportunities for group work in solving common problems one committee
worked on plans for dividing and distributing class responsibilities.
The following types of committee work were submitted and approved:

1. Keeping informed regarding current events and maintaining the
   bulletin board

2. Studying and reporting on professional magazines

3. Making a study of professional reference and source materials

4. Keeping an index of reference material

5. Acquiring information on professional organizations and
   agencies
### PLAN OF WORK
HOME ECONOMICS EDUCATION 313
Spring, 1942

#### EXHIBIT I.

<table>
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<tr>
<th>Essentials</th>
<th>Additional</th>
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<tr>
<td>Observe 10 times in Stillwater High School.</td>
<td>Increases observation to 12-15 times.</td>
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<tr>
<td>Write up observations and hand in within five days.</td>
<td>Attend professional meetings.</td>
</tr>
<tr>
<td>Each month contribute two current events of interest to the class to be used on the bulletin board.</td>
<td>Observe home economics classes in other high schools.</td>
</tr>
<tr>
<td>Become familiar with current Home Economics and related magazines.</td>
<td>Develop a personal file of material to aid in future vocations.</td>
</tr>
<tr>
<td>Make a study of texts and materials of interest for own field.</td>
<td>Discuss plans made with authorities in own field.</td>
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<tr>
<td>Make one unit plan to cover one week in either foods, clothing, child care, or related field.</td>
<td>Investigate things happening in own field.</td>
</tr>
<tr>
<td>Keep an index of reference and source material.</td>
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<tr>
<td>Familiarize self with professional organizations and agencies related to one's field of interest.</td>
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<tr>
<td>Keep personal progress reports.</td>
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<td>Make group accomplishment reports</td>
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<td>Schedule two conferences with instructor.</td>
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<tr>
<td>Become acquainted with leaders in the field of home economics and in related fields.</td>
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</table>
6. Becoming acquainted with leaders in home economics
7. Studying student growth as shown by personal progress reports
8. Studying reports of observations made in high school classes.

After these eight types of student experiences suggested were accepted by the class, a chart was made for various members to sign for their committee work as shown on page 15. Each person could take part in six types of group experiences. The committee who planned this chart urged class members to so sign that they would have an opportunity to work with different persons on each committee. This distributed the class membership into committees of three. The group, as a whole, decided that each committee should select its own chairman and that the responsibility for the chairmanship should rotate. It was also proposed that each committee strive to vary the methods used in attacking and reporting these types of experiences. In order that there might be greater flexibility in the use of the class hour, it was decided that both oral and written reports be made by each committee. The oral reports and their discussions were always subject to needs and desires of the group. They were made according to the study plan proposed or were set aside for the discussion of more pertinent problems which might arise. On the other hand, all written reports were filed in folders in the instructor's office where they were available to all members of the class. The reports of all observations of high school classes and the reports made of personal progress were also kept in this student file.

Continuously in the solving of personal or group problems students were given an opportunity to create, select, and weigh values and to select and follow alternative courses of action. Through their
### A Chart of Group Organization
Home Economics Education 313.1
Spring Semester, 1942.

<table>
<thead>
<tr>
<th>Function of Committee</th>
<th>March 10-19</th>
<th>March 24 - April 2</th>
<th>April 7-16</th>
<th>April 21-30</th>
<th>May 5-14</th>
<th>May 19-21</th>
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<td><strong>Professional</strong></td>
<td>1. Ann Reeves</td>
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<td>2. Ola Moore</td>
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<td><strong>Source</strong></td>
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<td>1. Mary King</td>
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<td><strong>Leaders in Home</strong></td>
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<td><strong>Economics</strong></td>
<td>2. Mary Jones</td>
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<td>3. Julia Myers</td>
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<td><strong>Personal</strong></td>
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<td><strong>Progress</strong></td>
<td>2. Pearl Roe</td>
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<td><strong>Reports</strong></td>
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<td>2. Opal Sims</td>
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participation in planning class procedures and laboratory experiences, students had opportunities to weigh values and to seek solutions to their problems. There was much class discussion of methods and procedures, the characteristics and needs of adolescents, educational purposes as shown by current literature, the purposes and accomplishments of various organizations, and the many problems involved in the teaching of home economics. Discussion was related to the learning experiences observed in high school classes and to the needs of class members as leaders and as prospective teachers.

Students also were given an opportunity to evaluate results of action and to measure individual and group progress. This experience in evaluation was accomplished by means of committee comparisons of individual and group progress made, test results, reports of observations, and summaries made of class work. The individual progress reports consisted of a record of generalizations in class discussion, reading done, statements of opinion regarding results, and statements of progress which they felt they had made. Continuous evaluation of class and laboratory experiences provided a guide for further planning of procedures as well as for personal and group action. Students analyzed their weaknesses and planned experiences to strengthen them.

The reader will remember that another criterion for good learning experiences which was proposed by these students was the opportunity to express their own ideas through chosen media for the purpose of self-education. In order to meet this criterion the plan of work proposed was made flexible so that students might adjust their class work to their own particular interests. Since this class was composed of students who were interested in phases of home economics other than
classroom teaching, class members were encouraged to relate their activities to their own specialized fields and to express their own ideas accordingly.

The members of this class believed that one of the characteristics of a good class was evidence that it widened the area of common concern. They believed that the results of good class work extended beyond the classroom. For that reason students were encouraged to familiarize themselves with professional organizations, to acquaint themselves with leaders in home economics and related fields, and to make investigations of professional activities and accomplishments in their own fields.

Since this class was definitely a class in the methods of teaching home economics, class members felt that committee work and the observation of high school homemaking classes provided a means of investigation and experimentation which not only was valuable to prospective teachers but was also helpful to all in their understanding of human nature. After the class decided that these principles and purposes could not be carried out without some laboratory experience, they planned that each student should observe at least nine classes at the high school and make reports of their observations. The observations were to acquaint the students with homemaking classes, students, equipment, and methods of teaching. This brief review of the manner in which these nine types of experiences were accomplished is suggestive of the way in which this class operated. Throughout the semester small student groups worked together to plan and carry out learning experiences which they believed met the criteria proposed.
As a result of the democratic learning experiences planned and carried out by this class, a general atmosphere of freedom prevailed among the students. Class members felt free to state their opinion, even to say that they didn't want to do a thing; they felt free to work without fear of grades. Students frankly said that they were confused and upset by war conditions. They spoke frankly of the things which they did or did not accomplish, and they showed that they were willing to take the consequences of their actions.

Since this study is particularly concerned with the reports of observations, the remainder of this thesis is devoted to a discussion of the results of that part of the class work. Early in the development of the class a committee volunteered to work out suggestions for writing observation reports. The outline proposed by this committee and later accepted by the class is found on page 19. This outline accepted by the class was not planned to be a specific form to follow, but was to serve merely as a guide. Originality and individuality in reporting was encouraged by both the committee and the instructor. After a discussion on grading, the suggestions approved by the class stated that no definite grades should be given; that the instructor should check the reports, write comments and criticisms on them, and return them to the writer. Students decided that the basis of the total grade would be that of individual progress toward a more democratic individuality. The directions for growth approved were progressive improvement in social sensitivity, ability to use reflective thinking in solving problems, and ability to direct one's own activities.

The class decided that observation reports after they were checked with suggestions and questions should be returned to the students who
EXHIBIT III.

OUTLINE FOR OBSERVATIONS

I. General Information

1. Name, class and section number
2. Number of observation
3. Date and hour observed
4. Type of class and grade (type-foods, clothing, etc.)
5. Teacher's name

II. The Room (Only in first observation)

1. General location in town and in building
2. General appearance and arrangement of equipment
3. Changes made from time to time, if and when they occur
   example - in illustrative material - bulletin board

III. A description of class work

Suggested points for organizing report

1. Routine Procedures - roll call, care of equipment
2. Evidence of student-teacher planning and participation
3. Evidence of teacher preparation and guidance in relation
to student experience
4. Student learning experiences - choosing method - solving
   problem - drawing conclusions
5. Methods
   A. Group
   B. Demonstration
   C. Reports
   D. Exhibits
   E. Field Trips
   F. Special occasions
6. Tests and Evaluations
7. Special Problems (individual differences)

IV. Conclusion and suggestions

Opinion and evaluations of the above experiences

V. Special emphases (such as)

1. Use of room and equipment
2. Teacher characteristics
3. Student behavior
4. Evidence of student growth
5. Use of home experiences
6. Student and student-teacher relation

For grading observations - No definite grades. Have the instructor
check them and place in file, also put comments and criticisms on them.
Basis of our grade would be individual progress and self-expression.
would check them carefully, come in for conferences if necessary to clarify any comments, and finally return the reports to be filed in the instructor's office in individual folders. From the file used by these classes, the students might later secure earlier reports which they wished to recheck or examine. Plans were also made for the observation committees to have access to the reports for any committee work which they might choose to do.

Previous to this date no study had been made at Oklahoma Agricultural and Mechanical College of the contribution that observations of high school classes made to the teaching of methods in home economics. For a number of years instructors had assumed that observations were valuable, and students had been asked to make them. The reports of observations of high school classes were worthwhile experiences, but no one seemed to be clear on the extent of their contribution to the learning process. For this reason the writer, serving as an assistant, studied and criticised all observation reports of high school learning situations made by the college students in the two sections of this class. She criticised each observation report calling attention to things which might have been overlooked, probable misunderstandings, and possible suggestions for change. She later discussed such criticisms with individual students, thus gaining an added understanding of what they believed their value to be. Since observation reports constituted the greater part of the written work, it was believed that they should show definite evidences of student growth in order to be deemed justifiable.

The writer attended all meetings of the class in methods, kept observer's records of class procedures, studied observation reports, and
had personal interviews with the instructor of the class and with the students which were enrolled in the class. The study here reported was based upon the assumption that one way of learning is through systematic investigation, and that students who have this type of experience will show evidences of growth toward a more democratic individuality. Further assumptions were that the responsibility of stating a definite opinion forces students to analyze and weigh factors which they see in situations; that student and teacher analyses of such observations tend to make students more conscious of the purposes involved. Another assumption was that cooperative analyses of student work over a period of time clearly shows individual and group progress to both teacher and student.

The observation reports of these students were studied for evidences which indicated personal growth in social sensitivity, the use of reflective thinking and in self-direction. Other evaluation devices used were personal progress reports, committee reports, tests, and summary sheets. The observation report was only one of the evaluation devices used in this class, but it is the one included in this particular study. Previous studies have been made of other devices.\textsuperscript{1} This thesis is intended to complete a series of studies made to obtain evidences of growth in cooperatively student and teacher planned class situations. This study of observation reports was partially based upon the belief that learning is not complete until the individual reaches conclusions usable in other situations. For that reason, much of the discussion refers to the conclusions expressed in the observation reports. Both

\textsuperscript{1} Millie Pearson, Op cit., p. 3.
the observations and the observation reports were planned for the purpose of providing opportunities for meeting the cooperatively planned criteria\(^1\) for good learning experiences referred to earlier.

Observation reports of all students enrolled in the two sections of the class were studied for the purpose of securing an overview of the way in which individuals grew. A general impression of the first reports was that most of the observers saw mainly student behavior. Later observations showed evidence that they were seeing procedures and purposes and were gradually showing an understanding of the learning situation. Conclusions and suggestions for improving procedures increased in significance with more experience in observation. Almost all students showed decided growth in the three areas referred to previously. Evidences of growth in ability to direct individual activities was least shown. This condition probably was because of the nature of the area of work studied. There was little opportunity for evidences of this development of self-direction in these reports; however it is believed that this ability was present though not expressed in writing. A study of reports showed that students who observed both early in the semester and later on or those who observed over a period of time gained more than those students who made all their observations during the last few weeks of the semester. Observations made as a series of nearly a week showed greater evidence of understanding of procedures than did single observations or those made for only two days in the week. The students who observed more than one age level and under more than one teacher showed a greater interest in the various phases and units of homemaking and

\(^1\) See page 11.
and tend to show a better understanding of the possibilities and implications of teaching. Statements of changes in opinion and suggestions for improvement were evident in many reports. These same reports showed a better analysis of almost all procedures. Since a detailed tabulation of the evidences of individual growth on the part of all 41 students enrolled in these classes would take more time than this study permits, a quantitative analysis was made of the work of 20 students selected at random. This selection was made by using the Fisher and Yates tables for random sampling.  

According to the criteria used for checking observation reports of these students, evidences of growth were frequent. The twenty students selected at random made a total of 195 observations. The average number of reports was 9.75 per person. The range was from six to 13 reports per student. The frequency of evidences of increased social sensitivity, the evidences of ability to use reflective thinking as a means of solving problems, and the evidences of increased ability to direct personal activities is shown in Table I, Table II, and Table III on pages 24, 35 and 46 respectively.

All statements which showed either an evidence of social sensitivity or an increasing sense of social sensitivity were read, summarized and tabulated in the order of their frequency. No effort was made to measure student attitudes or the degree of social sensitivity. The meaning of social sensitivity as previously discussed refers to that awareness of and responsiveness to society and its problems. Upon tabulating the evidences of increased social sensitivity shown in these

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2. See page 9.


TABLE I

EVIDENCES OF INCREASED SOCIAL SENSITIVITY AS SHOWN
BY 20 STUDENTS IN REPORTS OF OBSERVATIONS
MADE IN HIGH SCHOOL CLASSES

<table>
<thead>
<tr>
<th>Types of statements made by students</th>
<th>Number of students reporting</th>
<th>Number of times students made statements showing evidences of increased social sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evidences of breadth of vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reports on other students and problem children</td>
<td>20</td>
<td>104</td>
</tr>
<tr>
<td>2. Reports on situation with some of its possibilities and implications</td>
<td>19</td>
<td>126</td>
</tr>
<tr>
<td>3. Recognizes value of cooperative action</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>4. Recognizes value of information given in high school classes</td>
<td>17</td>
<td>63</td>
</tr>
<tr>
<td>5. Recognizes value of home economics to all students</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>6. Reports on situation as a whole</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>7. Reports on routinised procedure as the only way</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>8. Reports on only the problem children</td>
<td>8</td>
<td>13</td>
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<tr>
<td>9. Reports on teacher only</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Totals........ 20</td>
<td>501</td>
<td></td>
</tr>
</tbody>
</table>

B. Implied changes of opinion

1. Changes from critical analysis to understanding of classroom situation | 17  | 96   |
### TABLE I (continued)

<table>
<thead>
<tr>
<th></th>
<th>Changes from good general report with no criticism to critical analysis of classroom situation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>17</td>
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<tr>
<td>3.</td>
<td>Makes no analysis</td>
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**Totals ........ 19**  

<table>
<thead>
<tr>
<th></th>
<th>C. Definite statements of changes in opinion</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Changes from good general report to critical analysis</td>
</tr>
<tr>
<td>2.</td>
<td>Changes from confusion to understanding of situation</td>
</tr>
<tr>
<td>3.</td>
<td>Changes from critical opinion to understanding of situation</td>
</tr>
</tbody>
</table>

**Totals ........ 6**  

<table>
<thead>
<tr>
<th></th>
<th>D. Evidences of understanding adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cites examples of behavior</td>
</tr>
<tr>
<td>2.</td>
<td>Is aware of problems of adolescents</td>
</tr>
<tr>
<td>3.</td>
<td>Is aware of adolescent characteristics</td>
</tr>
<tr>
<td>4.</td>
<td>Shows appreciation of ability and interests of adolescents</td>
</tr>
<tr>
<td>5.</td>
<td>Offers suggestions for helping adolescents</td>
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<tr>
<td>6.</td>
<td>Shows evidence of increased tolerance</td>
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<tr>
<td>7.</td>
<td>Makes statements of changed attitude toward adolescents</td>
</tr>
<tr>
<td>8.</td>
<td>Compares high school students observed with other groups</td>
</tr>
</tbody>
</table>
TABLE I (continued)

<table>
<thead>
<tr>
<th>9. Recognizes own relation to adolescents</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Totals ..................................</td>
<td>20</td>
<td>429</td>
</tr>
</tbody>
</table>

Totals for Areas A, B, C, and D...20 1094
papers, it was found that they were of four different types, namely:
(a) breadth of vision, (b) implied changes of opinion, (c) definite
statements of changes in opinion, and (d) evidences of the understanding
of adolescents.

An earlier statement called attention to the fact that the majority
of the college students saw only the problem children when making their
first observations. One evidence of breadth of vision was the comments
made by students which showed that they saw other students as well as
problem children. The reports of eight students dealt with only
the problem children. Another example of this lack of vision was
evident on the first five reports of one student; however, on the
remaining papers she showed that she was becoming aware of other things
in the class. Another student made two reports on problem children
while six students made one each. The twenty students selected showed
a measure of increased vision by reporting on other students as well as
problem children on 104 of their 195 reports. One student made nine
reports; three made eight reports, and four students made seven reports
which showed that they were considering all members of the classes
observed. One student saw the teacher only on two reports. In all
cases college students showed on their first reports that they were
more aware of problem children than of any thing else in the classroom.
As they observed a greater number of times they began to see other
students. The students who at first saw the teacher only showed her
awareness of class members in her fourth and fifth reports. On a total
of 126 reports 19 students showed their breadth of vision by statements
showing that they saw the situation with some of its possibilities and
implications. Seven students showed this awareness on nine or more
reports. The student who reported only on the problem children and who saw routinized procedures as the only way failed throughout her reports to show any evidence of an awareness of the whole classroom situation observed. Twelve students showed further increased vision by reports which showed the situation as a whole. This was evident on eight reports of one student, and on seven reports of two students, but eight students failed to make any statements which would indicate that they were seeing the situation as a whole. Seventeen students on 63 reports recognized the value of information given in high school classes. Two students showed this recognition by statements on seven reports each. Sixteen students showed on 55 reports that they recognized the value of home economics for all students. The value of cooperative action was recognized by 18 students on a total of 78 reports.

Upon further comparing the totals shown in Table I, one finds that few students made definite statements regarding changes in opinion while all save one of the 20 students did make comments which implied certain changes of opinion. The greatest number of evidences of growth in social sensitivity were found in student statements which showed increased or increasing vision and understanding of classroom situations and of adolescents. Growth in these areas alone would seem to justify the continuance of observations as learning experiences in college methods classes.

A check of the total number of statements made by individual students showed that the members of this group of selected students made from six to 47 statements showing breadth of vision. The average number of statements per student was 19.75. Two students showed a total of 47 points on the nine types of evidences of breadth of vision. The students
who showed the greatest number of checks were also those students who made the greatest number of statements showing that they saw class situations observed with some of their possibilities and implications. These students were never concerned with only the teacher or problem children. They saw the entire group. The three students showing the lowest number of statements failed to show an awareness of pupil, teacher, or the general classroom situation.

Students showed increasing social sensitivity by changes of opinion which were implied in their reports. Nine students on 17 reports made no analysis; 17 on 36 reports showed a change from a general report to a critical analysis. On a total of 93 reports, 17 students showed a change from critical analysis to an understanding of classroom situations. These changes of opinion regarding the conditions existing in the classrooms show an increasing awareness of the total situation.

Definite statements of changes in opinion also showed evidences that students were increasing in social sensitivity. Five students on six reports made definite statements of changes from a good general report to a critical analysis. Three students on three reports made statements of changes from a critical analysis to an understanding of the situation. On six reports four students admitted that they had changed from confused ideas to an understanding of the situation. Almost all statements of changes from confusion to an understanding of the situation seemed to occur on about the fourth report. Twelve students made no definite statements of such changes.

These 20 students made a total of 429 reports which showed evidences of increased social sensitivity through an understanding of adolescents. All 20 students showed on 101 reports that they were aware of adolescent
characteristics. On a total of 75 reports, 18 students showed an appreciation of the ability and interests of adolescents and 20 showed on 75 reports that they were aware of the problems of adolescents. Eleven of these students on 29 reports offered suggestions for helping adolescents. Nine students made statements which showed evidences on 25 reports of increased tolerance. A comparison of the high school students observed with other groups was made by six students. Four students made statements which showed their recognition of their own adolescence. The statement of increased vision, changed opinion and understanding of the adolescents observed showed an increasing awareness of and responsiveness to society. The majority of the students selected did show evidence of increased growth in social sensitivity. A total of 1094 statements showing this awareness were made by the 20 students. The range was from that of 16 statements made by one student to that of 100 statements made by another.

A complete understanding of the value of student comments cannot be gained from tabulations of summarized statements. Such tabulations are the writer's interpretations and may or may not portray the exact meaning and beliefs of the student. In order to give a more complete picture of the type of comments made and the evidences of student growth shown, a number of characteristic statements are included. These in turn are supplemented by impressions gained from students through personal interviews and by additional information secured from a study of the written committee reports.

The manner in which increased social sensitivity was evidenced in the numerous comments made by students can best be shown by a quotation of the statements from observation reports. These dealt
with such things as high school girls' ability, teacher personality, classroom situations, adolescent characteristics, and changes in their own opinions regarding class situations. Several students made statements regarding the personality of the teacher which they observed. Some of the statements which showed this increasing awareness are:

The teacher certainly showed that she thoroughly understood the characteristics of adolescents. She helped them as they needed it, and seemed to put her whole self into the teaching of this class.

The teacher characteristics were very good. She entered into the conversation just enough to get the girls to thinking so they would ask intelligent questions.

The student teacher is a very pleasant appearing person. She has an awfully nice manner. She feels a trifle insecure as a practice teacher, but she makes a very nice teacher. She had the things she wanted to present to the class assembled before she came to class so that when she was before the students she could present the material as though she were very familiar with it.

An increasing awareness of student-teacher relationships and the value of cooperative action was shown in a number of the observation reports. The following statements are typical of the way in which students expressed this awareness:

The teacher allowed for much freedom in the discussion, and I believe that none of the girls felt that they could not say what they pleased. The class was very liberal in its ideas, and were not especially critical of the things said by each other. The discussion was almost wholly by the class members and only guided by the teacher. She guided them back when they were off on a tangent, by asking questions or making suggestions.

I have never observed a class at the high school that seemed more interested in their class work of solving family relationship problems. The subject discussed seemed to be vital to them. This class has been the most interesting to me because the class was very eager to share experiences and were enthusiastic about solving problems concerning ways of helping to ease their mother's work and worries.
I like the fact that the teacher will stop and discuss matters that pertain to home economics but maybe not to the direct subject that they are talking about; often times the girls seem to receive a direct benefit from this because it is of great interest to them.

The students are learning to cooperate with each other. I noticed a little girl that more or less dominates the class had to give over to the group because there were five for the other point of view in the selection of breakfast cereal.

The boy that is the president of the Boy's Home Economics Club came in to find out about a party the boys were going to give. From what I observed the boys are very active and serve a lot of dinners and picnics. The teacher seemed very congenial and interested in their work.

Several students made comments regarding adolescent behavior which also showed that they were increasing in social sensitivity.

One student made the following statement which showed a changed attitude toward adolescents:

I thought that girls of high school age would be unable to plan, give, and work a demonstration successfully, but after this class, I now realize that these girls are able to do this very well.

Other students showed their awareness and recognition of adolescent characteristics in such statements as:

Each of the girls tasted the cereal, and as is quite typical of an adolescent, they were each frank in saying that they liked or disliked it.

These girls are just at the age when they become interested in their personal appearance and the right guidance should help them to prevent making mistakes.

One of the most noticeable things that I observed was the adolescent characteristic of gangs.

I was interested in observing these students. They seem to vary so in how much they have grown up at this age. There were two of the little girls that are still babes. They surely must be either the youngest of a large family or an only child.
One or two girls in the class wear more makeup than the average college girl. I think that girls of this age need to be impressed with the need of cleanliness and good grooming. I am sure some of these little girls have never thought about boys at all while some of them think of nothing else.

I have noticed that adolescent girls are really very easily influenced if you can just know the right way to say the right thing.

In addition to the above statements taken from the observation reports which showed evidence of increased social sensitivity, the writer had personal interviews with the students. Through these interviews it was found that college students were more aware of high school girls ability, the influence of personality, and the factors affecting the reactions of the adolescents. They recognize the value of the information given and made comparisons with that learned during their high school days. They made definite statements of their beliefs and of changes of opinions made regarding the classroom situations observed. They showed increasing awareness of student-teacher relationships and the value of cooperative action. They were aware of the effect of observers upon the group. Repeatedly they made remarks of their changes of opinion regarding the ability of adolescents.

A careful study of the tabulations, the direct quotations from the observation reports, and the opinions expressed in personal interviews, and additional information obtained from other reports shows that the majority of the students grew toward more democratic individuals by their increasing social sensitivity. These evidences were of four different types, namely: (a) breadth of vision, (b) implied changes of opinion, (c) definite statements of changes in opinion, and (d) evidences of understanding adolescents. The statements made by students showed that they saw the teaching situation with some of its
possibilities and implications; that they saw other students as well as the problem children; recognized the value of cooperative action, and the value of information given in high school classes to all students. Another type of evidence was the implied changes of opinion. Some students made no analysis of the situation on the first reports. They later developed a critical opinion and then changed from a critical analysis to an understanding of the classroom situations. Some students made definite statements of changes in opinion from a general report to a critical analysis. Other students made statements of changes from critical and confused opinions to an understanding of the situation. A fourth type of evidence of increased social sensitivity was recognized by their understanding of adolescents.

Students cited examples of the behavior of adolescents, made statements which showed an awareness of adolescent characteristics, offered suggestions for helping them, showed appreciation of their ability and interests, and showed that they were aware of the problems of adolescents. Some students also showed evidences of increased tolerance and made statements of changed attitude toward adolescents.

The second criterion upon which this study was based was that of growth in ability to use reflective thinking as a means of solving problems. Upon tabulation, the evidences of ability to use reflective thinking were recognized by statements which showed evidences of: (a) increasing understanding of class procedures, (b) understanding of the use of democratic class procedures, and (c) conclusions reached. The results of this tabulation are shown in Table II, pages 35, 36 and 37.

1 See definition on page 7.
<table>
<thead>
<tr>
<th>Types of statements made by students</th>
<th>Number of students reporting</th>
<th>Number of times students made statements showing evidences of ability to use reflective thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evidence of understanding of class procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recognizes value of planning and organization</td>
<td>19</td>
<td>101</td>
</tr>
<tr>
<td>2. Attempts to analyze work being done</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>3. Recognizes evidences of student growth</td>
<td>18</td>
<td>123</td>
</tr>
<tr>
<td>4. Explains and supports criticism offered</td>
<td>17</td>
<td>102</td>
</tr>
<tr>
<td>5. Makes suggestions for improvement</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>6. Recognizes relation of teaching to home and community situations</td>
<td>15</td>
<td>43</td>
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<tr>
<td>7. Offers criticism without explanation</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8. Recognizes value of present teaching methods over those of own high school preparation</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong>...</td>
<td><strong>20</strong></td>
<td><strong>507</strong>...</td>
</tr>
<tr>
<td>B. Evidence of understanding of democratic procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Cites evidences of simple democratic procedures used</td>
<td>19</td>
<td>123</td>
</tr>
<tr>
<td>2. Shows increased recognition of relation between class work observed and purposes planned</td>
<td>19</td>
<td>112</td>
</tr>
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</table>
TABLE II (continued)

<table>
<thead>
<tr>
<th></th>
<th>Give reasons for class procedures observed</th>
<th>Shows understanding of group work</th>
<th>Sees possible results in terms of student growth</th>
<th>Recognizes value of cooperative planning</th>
<th>Gives suggestions for improving class procedures</th>
<th>Recognizes value of freedom allowed</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>97</td>
<td>80</td>
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</table>

C. Evidence of having reached conclusions

<table>
<thead>
<tr>
<th></th>
<th>Recognizes teacher's problems</th>
<th>Recognizes advantages and disadvantages of class organization observed</th>
<th>Recognizes influence of teacher upon group</th>
<th>Recognizes value of teaching materials</th>
<th>Recognizes importance of teacher characteristics</th>
<th>Analyzes learning situations</th>
<th>Recognizes need for careful teacher preparation and planning</th>
<th>Reaches conclusions in regard to room arrangement</th>
<th>Reaches conclusions in regard to use and arrangement of equipment</th>
<th>Recognizes changes of value in regard to student conduct</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>20</td>
<td>107</td>
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<td>Makes statements of changes in thinking</td>
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<td>12.</td>
<td>Recognizes own increased knowledge and growth</td>
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<td>13.</td>
<td>Recognizes own progress and cites evidences</td>
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<td>14.</td>
<td>Recognizes contribution of high school information for own possible future growth</td>
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<td>15.</td>
<td>Recognizes needs of schools visited</td>
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<td>Totals</td>
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Totals for areas A, B, and C ..20  1981
Evidence of increasing understanding of class procedures was found to be one area of growth in ability to use reflective thinking. Nineteen students showed by their attempts to analyze work being done that there was some understanding of class procedures. Seven students offered criticism without explanation on ten reports. Seventeen students on 102 reports explained and supported the criticism offered. This showed increasing understanding of procedures and further testing as included in the process of reflective thinking. The value of planning and organization was recognized by 19 students on 101 reports. A recognition of evidences of growth on the part of high school students was further evidence of the development of ability to use reflective thinking on the part of the college students included in this study.

Eighteen students recognized evidences of student growth on 123 observation reports. Sixteen students on 67 reports showed that they were a step further in their progress by making suggestions for the improvement of the class procedures used. On 43 reports there was evidence that fifteen students recognized the relation of teaching to home and community situations. One student made statements on two of her reports comparing the value of present teaching methods with those of her own high school preparation.

An understanding of the use of democratic class procedures is another evidence of increasing ability to use reflective thinking as a means of solving problems. Nineteen students showed a clear understanding of group work used in the classes observed. One student showed this understanding on nine reports. The range was one to nine. In some instances the lack of this evidence was due to the particular
class which the students observed. Occasionally on these days tests were given or some other form of class organization was used. No statements were made which showed that group organization functioned during that particular class period. Other democratic procedures were evident, however. Eighteen students gave reasons for the class procedures observed and in 97 reports gave suggestions for their improvement. On 116 reports 17 pupils saw possible results in terms of student growth. Other characteristics of democratic procedures were freedom and cooperative planning. The majority of the students recognized the value of these characteristics.

Another characteristic of increasing ability to use reflective thinking is evidence of having reached conclusions. Four students made statements of changes in thinking. Four students made statements that they recognized their own increased knowledge and growth. On a total of 87 reports, 17 students recognized the need for careful teacher preparation and planning to achieve democratic class situations. Nineteen students made statements recognizing the importance of teacher characteristics and the influence of the teacher upon the group. Three students cited evidence of their own progress. Two students made statements that they recognized the contribution of high school information for their own possible future growth.

The tabulation of evidences of increased ability to use reflective thinking as a means of solving problems are further supplemented by direct quotations from the observation reports. These quotations give a clearer picture of the types of statements made by the students. Many definite statements were made throughout the observation reports.
giving evidence of the student's ability to use reflective thinking.

Since this was a class in the methods of teaching, statements showing
evidences that students recognized growth on the part of high school
students was considered an important accomplishment. Some of the
statements showing that these students recognized evidences of student
growth are:

One girl finished her cushion cover. Several of the girls
couldn't understand how she had finished. Someone said that she
had been working while they had been talking, which was very
ture. Her slip cover did not fit exactly; she started fitting
it herself and then the teacher came over and showed her exactly
what was wrong. It didn't look bad at all, but she knew it
wasn't the best she could do. She showed initiative in starting
to fix it again without being told to do so.

I feel that the girls gained a lot from this class evaluation
because we learn by doing things and these girls knew what mis-
takes they made and discussed how they could have improved, and
when they gave another tea they will feel more capable and sure
of themselves.

The progress made by the pupils was more noticeable to me
this time than ever before. Most of the students had learned
all about table service. This was very apparent in their con-
tributions to the class. These points are also very helpful
and workable in their own homes. The class seemed to be more
interested than usual. The class also sensed a problem which
dealt with each one of them and created great interest. Good
habits were given a start in this way.

The girls were understanding quite a bit from the most
study because they were able to ask intelligent questions, answer
some, and use the comparison of things seen in the home with those
in discussion.

Pupils were very interested in all these reports. They were
educational. I learned many things about shoes that I didn't
know. Students showed growth in learning how to make reports
interesting by illustrative materials.

The class shows concern and interest in the war situation and
are almost wholly participating in defense measures. This interest
was shown, truly, in one girl who had not recited before, when
she recited enthusiastically when talking about black outs, air
raids, etc. The class discussion was that of an informed group.
They, as a whole, evidently read the papers.

Another evidence of the ability to use reflective thinking is an understanding of a problem and of some means of its solution. Students reported the following incidents which showed an understanding of the problems involved in the learning situation with their suggestions for improving class procedures:

Minnie had sewed bows on her dress, darned a sock, sewed up a sweater, and fixed the button on it. She was a fast worker and had already finished by the time the other children were getting started. When making out lesson plans such class members will have to be remembered and work will have to be provided for them. It probably is very hard in a class of this kind to keep the faster students busy. The other students are so slow that the class work must be slowed down for them; however if the other students aren't kept busy they will lose interest in their class.

To avoid some of the noise during the class some arrangement could have been made. The committee work could have been divided up so there were different things for each committee to do. If they had to have oral reports they could have had it divided so the same texts were not required by each group.

It seemed to me that the basic idea of informality in the classroom was right but the girls seemed to be a bit lost as to the purpose. Perhaps a clearer explanation was needed before hand.

Special emphasis was placed upon the recognition and application of democratic principles throughout this methods course as a means of further developing the ability to think reflectively. Typical comments from observation reports which show that the class members did realize the importance of democratic teaching procedures and the relation between the class work observed and the purposes planned are:

I think that the idea of such a democratic class organization is one that every class should have. It gives the pupils a chance to participate in class work, to choose the group with which they want to work, a sense of responsibility, and further train them in the democratic way of our country. This one class made me
realise more and more the importance of this type of training.

The class is run on a very democratic basis and the students vote on particular problems that happen to arise in the class. A good example of this was when Ethel forgot her apron on the day she was to cook. Much discussion took place and then the class decided what to do about it by a vote.

The teacher was allowing for individual development and encouraging thinking by permitting pupils to plan the course of study. She endeavored to have all pupils participate.

The fact that students could see advantages and disadvantages of class situations observed showed that they were thinking through the problems before them. The following statements show that the students were thinking through the learning situations:

All questions in the test were very clear and had been discussed in a review the previous day. I especially liked the last question that gave to the girls a chance to state their own opinions. This might be a good way to let the backward student express herself on paper if she wouldn't do it verbally.

The girls that made their garments got some practical experience that the other girls didn't receive. By their self-evaluation they see how they could improve their garments.

It seems to me that in a class as small as that one is that there should be no need for roll call. This morning it took at least fifteen minutes. There was no learning at all going on during that time. The teacher knows all of the students so she was not learning their names. The girls know each other so they were not getting any better acquainted. Perhaps one of the girls could check it quietly to see if everyone was present if that is the purpose of it.

The introduction of the problem by the teacher aroused interest from the very first, and the class members remained interested throughout the class period.

There is nothing in this few days program to provoke thinking at all. The only thing necessary is for the girls to come to school, sit in class, and leave. There seems to be no motivation.

Another evidence that students had grown in their ability to do reflective thinking is shown in the fact that they made many definite
statements of conclusions reached. Some examples of these are:

From these observations I have learned that the teacher always has to be on the alert in order to handle this age children.

I realize more and more the responsibility that a home economics teacher has on her shoulders besides teaching the homemaking course. I believe any teacher who could successfully guide her students through the terrible awkward adolescent stage would be as much of a leader in home economics as any great research worker.

One student made the following statement which showed that she recognized the value of present teaching methods over those of her own high school preparation:

I think this group experience was a very valuable one. As I compared it to the foods classes that I attended in the eighth grade I was impressed with the improvement that had been made. In planning and cooking in this way the girls get to see quantities that will likely be used in most of their homes. When I was in school we cooked in thimbles so to speak.

Further evidence of thinking was shown on the observation reports by the statements of conclusions reached regarding the use and arrangement of the equipment and materials in the classroom. Some of these were:

The bulletin board now has articles on good manners. I have decided that the bulletin board is not in a very convenient place as it is behind the stove. If it were placed where people passed I believe more good would come of the good things that are on it.

The room is very interesting and attractive. The light color of the walls and kitchen units is very attractive and conducive to study.

This class is seated in a U shape seating position with the teacher in the center guiding and steering the discussion.

In addition to the information gained from the observation reports which showed growth in ability to use reflective thinking, the writer found that personal interviews with the students revealed further
evidence of this growth. A greater understanding of democratic class procedures was more evident in personal statements in several cases than in written reports. In personal interviews students compared their own experiences with those observed, showed that they were aware of advantages and disadvantages of class organization observed, and made statements which showed that they were seeing and interpreting the classroom situation. Many expressed concern regarding certain problems and made suggestions for improving procedures which they had observed.

Growth in ability to use reflective thinking as a means of solving problems has been shown by the tabulations made of summarized statements, the quotations from reports, and the information received through personal interviews with students. This information was summarized under the following headings: (a) evidence of increasing understanding of class procedures, (b) understanding of the use of democratic class procedures, and (c) of having reached conclusions. Students showed many evidences of understanding of class procedures. They explained and supported the criticisms offered, made suggestions for improvement, recognized evidences of student growth, and recognized the values of planning and organization. Some evidence of their understanding of the use of simple democratic procedures were statements which showed an understanding of group work, cited examples of procedures used, increased recognition of the relation between class work observed and purpose planned, recognition of the value of freedom allowed, and recognition of the value of cooperative planning. Evidence of students having reached conclusions was recognized by statements of changes in thinking, recognition of the need for careful teacher preparation and planning, recognition of
advantages and disadvantages of class organization observed, conclusions made in regard to room arrangement, and use and arrangement of equipment.

The third characteristic of a democratic individual upon which this study of college student growth was based was that of increased ability of the student to direct his personal activities. Upon tabulating statements which showed evidences of growth in this direction it was found that this increased ability was recognized by: (a) use of initiative, (b) creativeness, and (c) self-analysis.

The number of students reporting and the total number of times the group made statements showing evidences of increased ability to direct personal activities is shown in Table III, page 46. Students showed increased ability to direct their personal activities by their use of initiative in selecting their own learning experiences. One evidence of self-direction was the making of case studies of certain adolescents. Nine students made case studies on a total of 16 reports. Two students made case studies on three reports, three on two reports, and four on one report. Eleven students made no case studies. Six students showed initiative by discussing the responsibilities and possibilities of the teaching profession as related to themselves. Three students showed their initiative by extending their observations to schools outside of the college training center. These three students observed two classes each in other schools. Four students showed definite improvement in self-expression on seven reports. These four students seemed particularly weak in their ability to express themselves, and were the persons with whom the writer discussed the
### TABLE III
EVIDENCES OF INCREASED ABILITY TO DIRECT OWN ACTIVITIES AS SHOWN IN OBSERVATION REPORTS MADE BY 20 COLLEGE STUDENTS

<table>
<thead>
<tr>
<th>Types of statements made by students</th>
<th>Number of students reporting</th>
<th>Number of times students made statement showing evidences of ability to direct own activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evidences of the use of initiative</td>
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<tr>
<td>1. Makes case studies of certain adolescents</td>
<td>9</td>
<td>16</td>
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<tr>
<td>2. Discuss responsibilities and possibilities of teaching profession as related to self</td>
<td>6</td>
<td>7</td>
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<tr>
<td>3. Improves in self expression</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4. Makes observations in schools outside of college center</td>
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<td>6</td>
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<tr>
<td><strong>Totals..... 15</strong></td>
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<td><strong>36</strong></td>
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<tr>
<td>B. Evidences of creativeness</td>
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<tr>
<td>1. Reports use of information received through observations to solve personal and family problems</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Total .... 1</strong></td>
<td></td>
<td><strong>1</strong></td>
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<tr>
<td>C. Evidences of self analysis</td>
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<td></td>
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<tr>
<td>1. Recognizes value of democratic guidance</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>2. Recognizes personal traits necessary for cooperation</td>
<td>6</td>
<td>11</td>
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</table>
3. Recognizes changes in
   own attitudes 4 6
4. Recognizes the impor-
   tance of faith in
   individuals 4 6

Totals ....... 15 54

Totals for Areas A, B, and C 18 ............ 91
importance of improving ones habits of writing and speaking.

These students showed improvement on reports following this awareness. A total of 15 students showed by their use of initiative in selecting learning experiences that they were increasing in their ability to direct their own activities.

Fifteen students made statements on 54 reports which showed growth toward becoming a more democratic individual by their ability to analyze themselves. Six students on 11 reports recognised personal traits necessary for cooperation. Two students made such statements on three reports, one on two reports, and three on one report. Six times, four students made statements of recognised changes in their own attitudes. Basic to growth toward becoming a more democratic individual is the recognition of the importance of faith in individuals. Four students showed evidence of this principle.

Another evidence of increased ability in self-direction was shown by creativeness. An example of this was a statement by a student who reported that she made use of information received through observations to solve personal and family problems.

Typical quotations from the observation reports are included here in order to give the reader a clearer picture of the type of statements the students actually made which showed their growth toward more democratic personality through the use of initiative. Some class members showed their increased understanding of teaching problems in case studies reported as a part of their observations. Examples of case studies made of certain adolescents are:

One pupil in the class caught my attention the very first day I observed. Her name is Emma and at first she seemed to be a
problem child. She is a short, sturdy child and reminds one of the typical "tomboy". She does anything to create a disturbance to gain attention. After discussing her with the teacher, I found that she does not consider her to be a trouble maker, but a girl who must be given some responsibilities to occupy her mind. She is from the poorer section of town and is not one who is quick to catch on to her school work. One disadvantage that Emma must overcome is her clothing. The child doesn't have the clothes other girls in her class have, which might be one of the reasons for her behavior. From my observation, she apparently makes no constructive contributions to the class.

I was particularly interested in one girl. Before class I asked her what unit they were working on now. She told me that they were finishing their work on foods. She said that she didn't know very much about it because she had moved here only one week ago. I was amazed that she had been in class only one week because I watched her quite a bit and she seemed so well adjusted, and already she acts as though she has been in class the whole semester. I told the teacher that I was surprised that she had made the adjustment so readily. The teacher said that when she graded the girl's paper that she would take into consideration her background and not grade her on a competitive basis with the class. I believe she is taking the best point of view toward this girl because surely she hasn't had the same work as the rest of the girls.

Vera interests me very much. The first day I observed I started wondering what kind of grades she made and whether she was really a little dumb or just putting on an act. She isn't dumb by any means in her class work, and she does say clever things. I have wanted to discuss her with the teacher, but so far I haven't had an opportunity. The other girls in the class appear as normal adolescents. I have about decided that Vera wants attention since she perks up when the class laughs at something she does or says.

Initiative was also shown by the manner in which the students wrote their observation reports. Some students wrote in outline form, others used a story form, while some students followed the outline suggested in class. The individual students varied their form of writing on different reports.

Sources of information other than tabulations of summarized statements from the observation reports and quotations from these reports show that students were accepting responsibility for self-direction.
In personal interviews students made many statements which showed growth in ability to direct personal activities. They cited examples of students and described their behavior in detail. They discussed their own relation to the teaching profession. Majors in the departments of Household Science and Home Life as well as those in Home Economics Education expressed interest in teaching procedures and showed that they were making use of the information received through observations to solve personal and family problems. They stated that they were sending information home for family members to use. They made statements regarding the outcome of procedures used and expressed their ideas regarding democratic procedures. In a personal interview with one student the writer called attention to errors in spelling and means of expression. In this case simple remedial procedures were suggested to the student. She reported later that she had tried the procedure. The next reports showed some improvement in self-expression.

The manner in which the committee work of the class was carried on is another indication of the growth of students in ability to direct their personal activities. The reader will remember that the members of this class so planned their work that many of the learning experiences could be carried on through committee work. This method of attacking common problems was selected as the means for providing experience in cooperative action and practice in collective thinking. One function of the committee work planned was to study and evaluate observation reports. The procedures used varied with each group of students attacking this problem. One committee centered their attention
upon the things high school classes discussed and did. They studied the criticisms made by the assistant responsible for checking this part of the class work. Another group when studying observation reports criticized five consecutive papers made by one student and listed points which they believed needed to be clarified. This committee wrote:

The group of five observations read like a continued report and it is easier to see the progress and reactions of high school students.

The above statement reemphasizes the importance of evaluation of personal growth throughout the period rather than that of giving specific grades on each individual report. Another group studied reports for evidence of growth on the part of college students. Particular points listed included the improvement of manner and form of writing the reports and improvement in spelling. This group also pointed out evidences of growth of high school students which the observers reported. Included among these were: the ability of the class to proceed with the lesson in the absence of the teacher, the use of illustrative material in student reports, the ability of girls giving demonstrations to answer questions, their ability to speak before the class, and evidence of their leadership ability. In addition to these studies, committee members reported many evidences of good procedures used in high school classes. Some of the procedures reported included opportunities for students to determine class policies by student vote, to carry on effective group activity, and to give student reports using illustrative materials.

A fourth committee studying observation reports chose to look
for evidences of changes in the attitude of college students toward the procedures used in high school classes. Typical quotations from these reports are:

I liked the idea of reviewing points before the test, but some students are prone to remember information just for the test.

Having a test at the end of each unit is a very good way of determining whether the students are ready to progress into another unit.

I realize that successful teaching requires much preplanning by the instructor and also that a friendly, cooperative attitude between the teacher and her pupils is essential.

I believe that many of the questions discussed would not particularly pertain to the high school girl.

One group selected the fifth observation of a number of students, studying these for any evidence of evaluations made of the learning situation observed. Another group chose to study the observation reports of girls who did not recite much in class. They compared the evidences of understanding shown in the papers of these girls with those who recited freely. This group also studied the methods and purposes of present day evaluation, doing much reading and calling the attention of the class to worth-while sources of information.

Still another committee studied the comments and general criticisms which the person checking the papers had written.

The committee stated this general conclusion from the criticisms which had been made:

After making a study of the written reports of our observations handed in, we find that most of us have the same general criticisms. We are making a general report of the routine procedures and work actually done, but we do not go far enough and make conclusions, suggestions, or evaluations.

One group compared first observation reports of class members
with later ones for the purpose of locating evidences of progress and specific problems on which the high school classes were working. The last group studying observations compared statements made on the semester summary sheets by class members in answer to the question regarding the values derived from observations.

These students who composed the committee showed growth toward becoming more democratic individuals. The committee work provided opportunities for individual thinking as well as collective thinking and cooperative action. The group members showed their ability to direct their own activities by the degree to which they carried out learning experiences in their group work and by the manner of reporting their findings. Each group showed increasing growth by the selection of the phase of work and the problem which they wished to attack.

Each succeeding committee had increasing responsibility in order to select a different problem or to plan a different approach to the problem from what other groups had previously attempted to do. The activities were somewhat varied in scope; however from the reports it is further evident that more evaluation on the part of each group would have made their work more effective. From this group experience the students recognize the problems facing them and the values to be derived from the learning experiences. They showed ability to recognize their own deficiencies and to make plans for overcoming them.

The preceding discussion of evidence of growth in ability to direct personal activities has been based upon information received from tabulation of statements made on observation reports, direct quotations, personal interviews with students, and committee reports. These evidences of increased ability to direct personal activities
has been based upon information received from tabulation of statements made on observation reports, direct quotations, personal interviews with students, and committee reports. These evidences of increased ability to direct personal activities were recognized by: (a) use of initiative, (b) creativeness, and (c) self analysis. Students showed their use of initiative by improvement in self expression, by making observations in schools outside of the college center, and by the committee work which they did. Creativeness was shown by statements regarding their use of information received through observations to solve personal and family problems. Growth in self analysis was evident by statements which showed their recognition of the value of democratic guidance, the importance of faith in individuals, changes in their own attitudes, and personal traits necessary for cooperation.

A careful study of the record of each student was made by the writer. A study of the time and number of the observation on which each evidence of growth occurred is of particular importance. The fact that one evidence might occur on the second report and others on the seventh or eighth might point out definite information necessary for evaluation of progress and for guidance along particular lines. Another significant fact is that there was no evidence that some evidence of growth toward more democratic individuality ever appeared on the reports of certain individuals. From a study of the observation chart, it was found that those students who spaced their
observations throughout the semester and observed several days in succession gained more than those students who made all their observations within a short period of time. Also those who observed four or five days in succession several times throughout the semester gained more than those who observed for one or two days at a time or made all their observations late in the semester.

A total of 3166 evidences of growth toward becoming more democratic individuals was shown in reports of these 20 students. One thousand ninety four of these statements showed evidence of increased social sensitivity; 1981 statements showed evidence of growth in ability to use reflective thinking as a means of solving problems; and 91 statements showed evidences of growth in ability to direct personal activities.

Another source of data showing evidences that students grew in the development of those personal characteristics essential for democratic living is found in the statements made regarding the value of their visits to the high school classes. At the close of the semester each student was asked to state an opinion on semester summary sheets of the values derived from class work. One part of this summary sheet dealt with the observations made in high school classes. The following are direct quotations which seemed significant and representative of the types of comments made:

What I learned from observation could not be learned from a book altogether.

I learned that there are a variety of personalities and that they have to be handled in a different manner. I learned that they all can be dealt with in such a way that there will be no hard feelings between teacher and pupils.
In pupil-teacher planning there are better relationships between students and teacher. The students enjoy their work more and are more interested in it.

I learned something about furniture renovation along with the girls.

Observations helped me to understand just how the theories and practices studied in our college class apply to the classroom.

The observations made the democratic principles and methods much clearer to me. Reading about them and hearing them discussed gave me the ideas but seeing them functioning made them more real to me.

One of the main things I have gained from my observation is loss of fear. Before I had done any observing I had a dread of practice teaching; now I look forward to it.

By observing the high school I learned many things that I could not in other situations. Talking and studying helps one to understand something, but actually seeing it makes it much clearer, especially something like the actions of an adolescent.

Seeing some of the procedures and methods used have clarified questions in my mind. By the observations we not only see the different methods used, but we are urged to weigh them to see which are better in different situations.

I found out that classes are being taught differently today than they were when I was in high school. This seemed to me to be an indication of great progress; a sign that education was going forward instead of standing still.

I was amazed that the student knew as much as they did about such things as minerals and vitamins. I hardly knew that there was such a thing when I was in high school, and First Aid just didn’t have anything to do with home economics.

I feel that observations are experiences that we all should have before taking student teaching. They give one an idea of what to look for in children and ways by which we can teach them most effectively.

I became more conscious of the part that group activity plays in teaching. The classes I saw functioning in this manner were good. The pupils were doing work and contributing to the class discussion. In this way they were getting actual experience, and I believe they were learning more than they do when the teacher does all the work.
I had never realized just what home economics classes really were like since I had never had any high school training in home economics. I see now that there are many serious involved, and that to be able to answer all their questions one must be a very competent person.

My experience in watching some of the students was interesting in the way they react to different things. Every child is a different problem; different ways to handle these problems and children are important and vital things about which every teacher must be concerned.

Before I started my observations, it seemed that I was just going to class and putting in a good hour of my time. After my first observation I began to understand what the teacher was trying to teach us. As time passed I did more observing I understood more and more what the goal was. If I had not seen these democratic principles put to use effectively I am afraid I would still be just a little puzzled and somewhat confused as to what they meant.

I got some actual experience by helping conduct group work.

We begin to see what the teen age girls are like. We can understand their little mannerisms which at first were a little annoying. After a while we realized that they have to pass through certain stages as combing hair in class, whispering, wearing their belts too tight, and wanting to dress alike. They do not want to be different from the other girls in their group. They are clannish.

I think the number of observations should be increased and divided among the various classes, and that the girls should be required to find time to do these observations before the end of the semester.

I think observing how these classes are carried on is next to doing it ourselves.

I truthfully think that the observations have been the most important part of this course. I realize that without our class discussion we probably would not have derived as much from the observations.

These statements of opinion showed that the college students recognized the values derived from observations in high school classes and the contribution of this experience to their own growth. Other significant statements regarding the value of observations were made
by the members of the last committee which studied observation reports. This group studying observations compared the statements made by class members in answer to the question regarding the values derived from observations. These statements discussed above were a part of the summary sheets made at the close of the semester. The following statements were made by this committee as a result of their study of these statements:

Observations prove the educational theory that a student learns more by doing because most of the girls say they have gained more from observing than from just studying the theories in class.

We need more observing, especially the ones who plan to teach, because we learn more what teaching really is and we see the responsibilities of a teacher.

Several girls say they had a dread of practice teaching until they started observing; then they saw how interesting and self-satisfying the work really is.

We saw how different teachers handled individual differences and different situations. We received benefit from comparing different teacher's methods and discussing our own ideas in class.

We gained more from theory after we started observing. We remember what we observe longer than what we read in textbooks.

This study is not an effort to measure the extent of student growth in the development of social sensitivity, thinking, and self-direction but an effort to show that opportunities for the development of such characteristics and abilities existed. These statements showed that students were learning to be increasingly aware of the problems involved in high school learning situations, that they were thinking through such problems, and that they were arriving at possible suggested solutions which would be of value to them when they were confronted with similar problems either as student teachers or as regularly
Neither the summarized tabulations of statements from students' observation papers nor the reports of single quotations give the reader a true picture of the manner in which individual students grew as a result of their experiences in high school classes. Realizing this the writer selected the work of the three students which she believed to be representative of the entire group. These students she studied in detail and here presents the information thus secured. The data secured from the observation reports, summary sheets, and from personal interviews with these students is here discussed in detail. One student, a junior in the department of Household Science was selected to represent those students who showed consistent growth. Another student, a junior in the department of Home Economics Education, represented that group of students who showed gradual growth. A third student, a senior in the department of Household Science, was representative of those students who showed rapid progress after the first observation. Quotations representative of the types of comments made regarding procedures and situations were selected as an indication of the manner in which the three students expressed their ideas and formed conclusions regarding the things observed in high school classes.

The student who showed consistent growth made ten observations. On the first report she gave a good general summary, but was rather critical of the class and gave no reasons for her criticisms. On the second report she gave a good discussion of class organization observed, the learning experiences provided and cited examples of adolescent behavior. Her observation reports showed many evidences that she had increased in social sensitivity. On her second report she made the
following statement which showed an awareness of problems of adolescents and an analysis of behavior:

I was interested in observing these students. They seem to vary so in how much they have grown up at this age. There were two of the little girls that are still babes. They surely must be either the youngest of a large family or an only child. One or two girls in the class wear more make up than the average college girl. I think that girls of this age need to be impressed with the need of cleanliness and good grooming. I am sure some of these little girls have never thought about boys at all while some of them think of nothing else.

On the fourth report she stated that she probably expected too much of adolescents but that she could not understand the reason for so much confusion. On the fifth she recognized some of their characteristics and showed more tolerance. In eight reports she cited examples of student behavior and showed that she was particularly concerned about the problems of adolescents. Three reports showed evidences of increased tolerance and five showed appreciation of ability and interests of adolescents. The following statement showed an awareness of adolescent characteristics and changed attitude toward adolescents.

This statement occurred on her fifth observation report:

I find that I had forgotten how much more pep junior high school age people have than after they grow up. They never seem tired.

Again in the eighth report she showed concern for the problems which adolescents face due to the war situation. Eight of her reports showed that she saw other students as well as the problem children. In five cases she offered suggestions for helping adolescents. On the tenth report she made the following statement regarding adolescent characteristics:
I have noticed that adolescent girls are really very easily influenced if you can just know the right way to say the right thing.

On nine of her reports she gave an explanation of the class procedures observed which showed that she was aware of the possibilities and implications, and that she recognized the value of cooperative action. On seven reports she showed that she was aware of the situation as a whole. This awareness was indicated by statements regarding class organization, group experiences, student growth, and the relation of class procedures to purposes.

This student also showed ability to use reflective thinking by her understanding of class procedures. In seven cases she explained and supported the criticism offered and made suggestions for improvement. In nine cases she recognized evidences of student growth.

On her tenth observation she reported:

I believe that each group is learning from the mistakes of the last. The groups now are talking over their menus before the time to cook.

She consistently recognized the value of planning and organization. On her second report she made the following significant statement regarding the value of present teaching methods over those of her own high school preparation:

I think this group experience was a very valuable one. As I compared it to the foods classes I attended in the eighth grade, I was impressed with the improvement that had been made. By planning and cooking in this way the girls get to see quantities that will likely be used in most of their homes. When I was in school we cooked in thimbles so to speak.

An understanding of the use of democratic class procedures was consistently shown by this student. On eight out of ten reports she cited examples of simple democratic procedures used. The following
 statements made on the third, seventh, and eighth reports, respectively are typical evidences of this student's understanding of group work and of her suggestions for improving class procedures:

It seemed to me that the basic idea of informality in the classroom was right but the girls seemed to be a bit lost as to the purpose. Perhaps a clearer explanation was needed before starting class work.

There seems to be one or two girls in each of the groups that take the lead whether they are planning, cooking, or what. I wonder if they shouldn't have some system to rotate the chairmanship of the group so that each girl would have that experience too.

It seems to me that in a class as small as that one is, there should be no need for roll call. This morning it took at least fifteen minutes. There was no learning at all going on during that time. The teacher knows all of the students so she was not learning their names. The girls know each other so they were not getting any better acquainted. Perhaps one of the girls could check it quietly to see if everyone was present if that is the purpose of it.

There seems to be a state of confusion all of the time. The girls don't understand how the groups rotate; they don't understand why the records are kept. It seems to me that a little more discussion before the thing is done would bring about greater understanding. I know from my own school work that unless I understand what I am trying to do I don't learn much.

An evidence of growth in ability to use reflective thinking was shown in the definite statements of conclusions which this student reached. She made this statement regarding changes in her thinking:

I realize more and more the responsibilities that a home economics teacher has on her shoulders besides teaching the home economics course. I believe any teacher who could successfully guide her students through the terrible awkward adolescent stage would be as much of a leader in home economics as any great research worker.

Increased ability to direct her own activities was another characteristic of democratic individuality in which this student showed definite growth. In three reports she showed initiative by
including case studies of high school students observed. A typical example is:

I wonder if something couldn't be done for one little girl in the class. It seems that a home economics teacher should try if possible to help girls of this type. She never wears anything but slacks and boots to class. The slacks are always dirty and the boots unshined. Her hair is one tangle. I don't believe it has been washed in a year. The girl is very quiet and seems to be self conscious. She tries hard at everything. I noticed that when the teacher asked for the girls to bring home experiences signed by their mothers that she brought one. Surely if she shows that much interest she would be interested in improving herself. A unit on grooming might be enough for a starter.

Growth toward becoming a more democratic individual was especially evident in four cases in which this student recognized the need for the development of those personal traits essential for cooperative action and for guidance. On her summary sheet she explained the benefits of observations by stating that they helped one to get better acquainted with the actual problems of teaching and the ways of adolescent girls; to study different methods of evaluation; to recognize individual differences; and to understand present day school systems. She said that they also helped make the principles of teaching easier to apply. On all except the first report she expressed her own conclusions and gave suggestions for improving the teaching procedures observed.

Another student, a junior in the Department of Home Economics Education was selected who had made ten observations. The first report of this student showed that she was mainly aware of room arrangement. She offered no criticisms nor suggestions.

On the second report of the same class, she made the statement that the class accomplished more than they did on the previous day.
On this observation, she analyzed the class procedures used and made suggestions for improving them. She commented on the value of good student-teacher relationships. The third report stated that the group did not progress as usual due to an interference in the class schedule; only a small number of the class members were present. On the following report she made comments regarding student growth observed and offered the following suggestions for improving class procedures:

I think the class as a whole accomplished more today than they did yesterday. A suggestion might be that each girl have her piece of work either in a separate box or just folded and pinned with her name on it so that she would not have to go through all of it and examine each piece of material to find the one she was working on the day before. Each time they started cutting a piece I held my breath for fear it was a piece that fitted in somewhere else.

After the fourth observation, this student came in to discuss her papers with the writer. All previous papers had many errors in spelling. These errors were characteristic of all her writing. In conference it was found that she was aware of this, but that nothing specific had been done to correct the deficiency. A simple remedial procedure was suggested. The next report showed improvement and it was assumed that the exercise had helped. Through this personal interview it was found also that this student was seeing and understanding much more than she had shown by her written reports.

On six reports she gave evidence of very definite understanding of adolescent characteristics. In reference to adolescents she said:

As I observe adolescents I notice that their interest and patience lags unless they have a goal in mind and not too far distant.

On the same paper she also made this observation:

I noticed that one of the machines was facing the window.
It should have been turned around so that the light did not shine directly into the girls eyes. This causes eyestrain and might indirectly cause nervousness and poor work.

She cited many examples of individual and class activities and pointed out reasons for the procedures used. She recognized evidences of student growth, cited good and bad practices and gave suggestions for this improvement. On eight reports she showed that she understood reasons for class procedures observed and cited evidences of simple democratic procedures used. Five reports showed that she recognized the need for careful teacher preparation and planning. Six reports showed that she realized the value of teaching materials.

On two reports she made case studies of certain adolescents. Three reports showed improvement in spelling and self-expression. On the semester summary sheet she stated that observations made the democratic principles and methods much clearer.

Another student, a senior in the department of Household Science, was typical of those students who showed rather rapid progress after the first observations. She made ten observations of high school classes. On the first report she merely related what she believed happened. She seemed to see routinized procedures as the only way. She made no criticisms and stated no conclusions. The second report showed some evidences of increased understanding of the group work followed in the high school classes, but failed to show that she was conscious of the work of all groups. She stated that the student-teacher relationship was good, and that the work of the students showed that they were learning. Beginning with the fourth report she seemed to see the situation with some of its possibilities and implications. Five reports showed that she was aware of adolescent characteristics. On
seven reports she explained and supported criticism offered; on five she made suggestions for improvement of class procedures. On the eighth report she related the procedure used for studying electrical appliances. She made this suggestion for improving the regular discussion:

I prefer to see group work function under these topics. Each group of four could take a piece of equipment. It could be studied from the standpoint of care in purchasing, as conveniences to look for, the different companies who manufacture reliable goods, etc.

Eight times she cited evidences of simple democratic procedures used. She consistently showed understanding of democratic class procedures used and the importance of teacher characteristics. On the ninth report she wrote:

There is a democratic spirit in the class. The teacher enjoys talking with the students and helping them at anytime. I believe they have accomplished by experience in their class work.

By her statements which showed an understanding of group experiences and other democratic procedures used and conclusions reached regarding them, it was evident that she recognised the value of teaching democratically. She continuously explained in detail the group experiences which she observed.

Conference with this student revealed that she was not gullible regarding all procedures which she saw. She gave more evidence of understanding of procedures than she had previously revealed in reports.

This student made this evaluation of observations on the semester summary sheet:

By observing in the high school, I became more conscious of the part that group activity plays in teaching. The classes I saw functioning in this manner were good. The pupils were
doing work and contributing to the class discussion. In this way they were getting actual experience and I believe they were learning more than when the teacher does all the work. It is a better preparation procedure for college students. There is an adjustment which usually has to be made when the Freshman student arrives. If he learns self-reliance earlier in his high school years he will have less trouble.

It was interesting to see the methods teachers used in presenting subject matter. I hadn't been particularly conscious before of their objectives.

Her own evaluation along with her observation reports gave evidences of growth toward a more democratic individual.

Similar case studies could be made of each student. Each shows some evidence of growth. Some show very little growth while others show rapid growth. It is believed that these studies are representative of the entire group.

This study of college student growth as seen in observation reports of high school classes was based upon information secured from statements made by the students as a result of democratic experiences in the class in Student Teaching in Home Economics. After having made a thorough study of observation reports of high school classes, semester summary sheets, committee reports, and after having had personal interviews with students; some definite conclusions may be drawn. All students showed evidences of growth toward becoming more democratic individuals. There were evidences on the part of the college students of increasing social sensitivity, ability to use reflective thinking in solving problems, and the ability to direct their own activities.

Students showed growth in increased social sensitivity through their breadth of vision, implied changes of opinion, definite statements of changes in opinion, and evidence of understanding adolescents.
Student growth in increasing ability to use reflective thinking as a means of solving problems was shown by evidences of their understanding of class procedures, their understanding of the use of democratic class procedures, and evidences of their having reached conclusions.

Growth of the students in ability to direct their own activities was shown by their increased use of initiative, creativeness, and self-analysis.

Other studies show similar evidences of growth from statements of opinions made by a number of students regarding values gained from evaluation and learning devices used in class situations of this type; therefore it is reasonable to believe that such devices are reliable means of noting student growth toward becoming more democratic individuals.

These observation reports show that learning situations can be so planned that the student can have experience in democratic living.

When class procedures are so set up that they provide experiences in democratic living, an awareness of the extent of those procedures will be evident in the written work of students. Through this awareness some evidence of the development of democratic characteristics in the student will be shown in any series of papers reporting his reaction to classroom procedures.

Student and teacher analyses of observation reports or of any written work tend to make students more conscious of the purpose

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involved.

Students grew more who observed four or five days in succession and spaced their observations at regular intervals throughout the semester.

The type of individual desired for a democratic society is developed through practice in democratic living, through evaluating his experiences, and through acting upon the results of that evaluation.

Learning is not complete until the individual reaches conclusions useable in other situations.

The responsibility of stating a definite opinion forces students to analyze and weigh factors which they see in experiences had, and in situations observed.

Experience in democratic living and growth toward a more democratic individuality make possible a more democratic teacher.

Growth is shown in written papers over a period of time. Any series of papers should show student growth.

Evaluation should be a continuous process and should be developed as a part of the regular learning procedures. Good measuring devices are also learning devices and are developed cooperatively by students and teacher.

Students prefer democratic class experiences as shown by their statements regarding their college class experiences and those of high school classes observed.

If a democratic social order is to be maintained and promoted, education can and must provide experiences in democratic living.
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