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School Marm for Six Weeks

Ruth Howie

Iowa State College

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"HI HO! HI HO! 'Tis off to teach we go" is the theme song of approximately thirty Home Economics Education majors every quarter. Before an education major can gain that coveted diploma, she must have proven herself successful at supervised teaching which is included in the regular four years' curriculum.

The student who goes to teach a home economics class at Story City or Sac City finds that her first problem is the selection of a room. She visits homes where there are rooms available. From these she chooses the home where there are good living conditions because she knows this will have a direct influence on her attitude toward teaching.

Before she starts on her new venture, the coed may spend days or weeks of anxiety and worry; she may dislike leaving college friends, but somehow when "the day" actually arrives, the scene changes. People in the community and the teachers in the high school are really anxious to become acquainted with the new teacher.

Observing the homemaking program as a whole and learning the names of the girls comprises the first day or two of student teaching. After this, the student teacher begins to make plans, teach classes and frequently take charge of study hall. She works under the supervision of a teacher whose job is to advise, criticize, teach and hold conferences with the education majors. The supervisor guides the program so that the units are well organized, and that every high school girl is benefiting from her home economics training.

Conferences, both formal and informal, involving the student teacher and high school girls prove to be helpful. Often girls will voluntarily tell much of their home backgrounds. Through this knowledge the teacher learns much about the girls and gains an appreciation of them and their problems. She can also discover phases of interest to the girls which may be emphasized in their home projects.

Among the valuable experiences of living in the student teaching community is the opportunity to have contact with the active school program and thus appreciate more fully the place of home economics in it. One also recognizes more clearly the place of the school in the community. Such values come through attendance at teachers' meeting; participation in school functions; uniting with the Parent Teachers Association and other organization programs and sharing in the social life of the community.

When the six weeks end, most education majors regret leaving the community and the pupils they have just learned to know. They feel satisfaction from their "laboratory experience," and realize what a full day the home economics teacher has, what it means to participate in school and community activities, and what it is like to become a resident member of a new community.

Every education major who enjoys working with people becomes enthusiastic about student teaching. Beulah Gray, H. Ec. Sr., exclaimed, "It's loads of fun," after she returned from teaching a home economics class in Ames.

The gleam in the eyes of Elizabeth Rawson, H. Ec. Sr., lets one know that the next thing she will say is, "You'll love Story City. I hope you'll teach the freshman girls. They're grand!"

Dorothy Leathers, H. Ec. Sr., returned from Sac City bearing the news that student teaching is a lot of hard work, but so much fun. Student teaching is the climax in the Home Economics Education major's college career. Through this practice the coed gets a background of experience which will be beneficial to her in her future teaching position.