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Practice What They Teach

by Vivian Johnson

Technical Journalism Junior

KNOWLEDGE plus experience—that's the goal of the students in Home Economics Education who play the dual role of student and teacher.

During their senior year the education majors have the chance to practice what they have learned in college.

Six weeks before they begin teaching, the education seniors meet to discuss the opportunities in the various schools and communities. Each is encouraged to choose a student teaching center which is different from her own high school experience. For instance, students from rural communities usually gain the most by teaching in larger schools.

After listing her first and second choice school, each woman is assigned to one of six student teaching centers in the state—Ames, Eldora, Iowa Falls, Jefferson, Ogden or Story City. These towns, with the exception of Ames, range in size from 1,500 to 5,000 population.

Teach for 6 Weeks

The students who select Ames may teach full-time for half a quarter or half-days for a whole quarter. If they choose the half-quarter system, they usually spend the second part of the quarter in the home management house. Those going out of town teach for 6 weeks and then return to school.

Liz Martin, H. Ec. Sr., taught a freshman foods class in the Iowa Falls High School. Three other Iowa State education majors there at the same time taught a sophomore sewing class, a preparation for marriage course to juniors and seniors, and another freshman foods class.

Liz remembers that on her last day of teaching just before Christmas vacation, the high school girls planned a fruit shower for her. With each student bringing an apple, banana or some other fresh fruit, the desk was soon overflowing.

Learn from Supervisors

By practice teaching in towns throughout the state, these young women participate in as nearly typical a teaching situation as possible in both school and community. They work and learn under the guidance of specially trained supervisor-teachers. These supervisors, who have their master's degrees, are members of the Iowa State Home Economics faculty, as well as employees of the local schools.

"As a teacher, I had full charge of one high school home economics class," commented Liz. "In addition, I observed and assisted in various classes throughout the day. This provided valuable experience with different age groups."

Liz recalls with a smile the time she gave a yeast dough demonstration to her foods class. As she added the flour, one student frantically waved her hand to

remind Liz that she had left the egg out of the dough.

"We all had a good laugh," said Liz. "Still we teachers have to learn how to manage situations to maintain the respect of the students."

Marilyn Groulik, H. Ec. Sr., who taught for 6 weeks in Eldora High School, says it is very important to gear the teaching program to the correct age level and integrate the information with the students' experience. Marilyn also commented, "It is really good to visit the students' homes. By knowing more of each girl's background, we can do a better job of helping her as an individual."

The student teachers sometimes assist with adult education classes and in some schools work with the Future Homemakers of America. The teachers participate in school functions, attend regular faculty meetings, and are invited to the faculty parties and coffee hours.

By the time the 6 weeks training period is over, the students have learned to put their knowledge and ideas to practical use. They often say that this 6 weeks is the most valuable period in their college careers.

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