



A survey of trends and practices in teaching child development among land grant and state institutions  
by Naida Korsland Sievert

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE  
in Home Economics

Montana State University

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**Abstract:**

This study investigated trends and practices of teaching Child Development among land grant and state universities throughout the United States. Seventy-two survey-questionnaires were mailed to these institutions. The high rate of response (92%) indicated high interest in the field of Child Development Home Economics and related departments represented 87.8 percent of the sample. Changes that had taken place since 1970 involved remodeling, new facilities, and addition, of day care and toddler programs. First level courses in Child Development were offered by 92 percent of the institutions. Teaching strategies utilized by the greatest number of instructors included lecture, observation, discussion, audio-visuals and films. Tabulations of films, filmstrips, and texts are included in the study.

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Naida Korshend Sivert  
Name

2-26-76  
Date

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A SURVEY OF TRENDS AND PRACTICES IN TEACHING  
CHILD DEVELOPMENT AMONG LAND GRANT  
AND STATE INSTITUTIONS

by

NAIDA KORSLUND SIEVERT

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

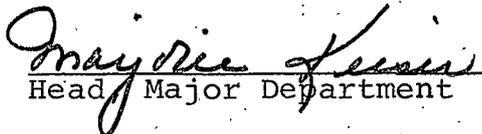
MASTER OF SCIENCE

in

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Approved:

  
Chairman, Examining Committee

  
Head, Major Department

  
Graduate Dean

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## ABSTRACT

This study investigated trends and practices of teaching Child Development among land grant and state universities throughout the United States. Seventy-two survey-questionnaires were mailed to these institutions. The high rate of response (92%) indicated high interest in the field of Child Development.

Home Economics and related departments represented 87.8 percent of the sample. Changes that had taken place since 1970 involved remodeling, new facilities, and addition of day care and toddler programs. First level courses in Child Development were offered by 92 percent of the institutions. Teaching strategies utilized by the greatest number of instructors included lecture, observation, discussion, audio-visuals and films. Tabulations of films, filmstrips, and texts are included in the study.

## CHAPTER I

### INTRODUCTION

Child Development and early childhood education are assuming increasingly important roles in our nation. With approximately 21 million children under six in the United States today, the best intentions of parents and teachers cannot guarantee high quality child care, unless those who deal directly with the child are competent, knowledgeable and dedicated.<sup>1</sup> In order to understand a child, we need to understand his way of growth, for growth is the prime essence of life. According to Arnold Gesell,

The child grows as a unit in mind, body and personality. He is born into a culture, subject to the powerful influences of home, school and community. But he is also subject to deepseated growth forces which shape his individuality. Each and every part of the child's nature has to grow-- his sense of self, his fears, his affections and his curiosities; his feelings toward mother and father, brothers and sisters and playmates; his attitudes toward sex; his judgments of good and bad, of ugly and beautiful; his respect for truth and justice; his sense of humor; his ideas about life and death, violence, nature, deity.<sup>2</sup>

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<sup>1</sup>U.S. Department of Health, Education, and Welfare, The Child Development Associate (Washington, D.C.: Government Printing Office 940-960 (1972).

<sup>2</sup>Frances L. Ilg and Louise Bates Ames, Child Behavior (New York: Harper and Row, 1955), p. vii.

Importance of the Study

There is a changing philosophy in family life style. Not too long ago, women did not work outside the home unless they had absolutely no other source of support. Only one role was appropriate, the domestic one of child bearing, child rearing, housekeeping and productive activities, such as volunteer worker for the March of Dimes or working at the blood drawing. The 20th Century was almost half over when the fallacy of the one-role ideology was officially recognized. Researchers had convincing evidence that if wives wanted to work, and did, that their marriages were better and in some cases made motherhood itself more satisfying.

President John F. Kennedy reinforced the two-role ideology by establishing the Commission on the Status of Women in 1961. This commission was to make the most efficient and effective use of the skills of all persons to promote the economy, security and national defense of our country. President Lyndon Johnson pointed out how handicapped the nation would be if women were not encouraged

to enter the labor force.<sup>3</sup> Now, eleven million mothers work, either motivated by financial necessity or emotional imperatives.<sup>4</sup> Mothers of six million children under six years of age provide financial support for their families.<sup>5</sup>

Normal growth and development does not occur naturally for every child. This is a naive assumption that all children will develop into healthy, happy adults. The real challenge in delivery of services to children lies in teaching parents and teachers the child's way of growth, in order for them to help the child achieve a healthy, productive childhood.<sup>6</sup>

Understanding the preschool child is basic to understanding all children through adulthood. A child without a firm foundation of basic trust (considered the

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<sup>3</sup>Jessie Bernard, "Changing Family Life Style," in The Future of the Family, ed. by Louise Kapp Howe (New York: Simon and Schuster, 1972), pp. 236-38.

<sup>4</sup>Tom Tobey, "Teacher Education: Early Childhood and Competency Based," Contemporary Education, Vol. 45, No. 4, Summer, 1974, p. 268.

<sup>5</sup>Carole Joffe, "Child Care: Destroying the Family or Strengthening It?," in The Future of the Family, Howe, p. 262.

<sup>6</sup>Dolph Briscoe, "We Can't Take Child Development for Granted," Compact, July/August, 1974, Vol. VIII, No. 4, p. 22.

first step in Erickson's developmental sequence), may have a lifelong underlying weakness that is apparent in adult personalities who withdraw into schizoid or depressive states. The re-establishment of a state of trust has been found to be the basic requirement for therapy in these cases.<sup>7</sup> According to Piaget's Theory of Intellectual Development, all mature aspects of behavior have their beginnings in infant behavior and evolve through all subsequent patterns of behavior. These trends are inter-related and interdependent.<sup>8</sup>

In February, 1969, President Nixon stated, "So critical is the matter of early growth that we must make a national commitment of providing all American children an opportunity for healthful and stimulating development during the first five years." The number of children in public and private nursery schools increased 83 percent in the period from 1964-1969. In 1974 there was an estimated 1,500,000 preschool children enrolled in nursery

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<sup>7</sup>Erik H. Erikson, Childhood and Society, 2nd ed., (New York: W. W. Norton and Co., 1963), p. 248.

<sup>8</sup>Henry W. Maier, Three Theories of Child Development (New York: Harper and Row, 1969), p. 154.

school and Head Start.<sup>9</sup> According to one authority in the field, Katherine Read, more direction needs to be given to insuring high quality Child Development programs.<sup>10</sup> The current spotlight is shifting from the child to the teacher.<sup>11</sup>

The way Child Development is taught, not only affects the future preschool teacher and parent, it affects many other disciplines that require a knowledge of Child Development for their profession. These include Nursing, Physical Education, Elementary Education and Home Economics.<sup>12</sup> These students need efficient, effective teaching methods.

Within the last decade, simulation has become greatly improved and has provided us with new and varied

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<sup>9</sup>Tobey, "Teacher Education," p. 268.

<sup>10</sup>Katherine H. Read, The Nursery School, 5th ed., (Philadelphia: W. B. Saunders Co., 1971), p. v.

<sup>11</sup>Robert D. Hess and Doreen J. Croft, Teachers of Young Children (Boston: Houghton Mifflin Co., 1972), p. ix.

<sup>12</sup>Montana State University Bulletin, 1974-76, Vol. XXVII, No. 2, July, 1974.

methods of teaching.<sup>13</sup> In order to keep up to date and resources current, it is important to know what materials are being used in the field of Child Development.

It may be dangerous to strive for change before we fully understand the forces with which we are dealing. Damage has been done many times, when people have acted without sufficient knowledge. Men cut down trees and cleared land only to discover that the soil washed away and that water supplies were endangered because of what they had done. Too much of our energy is spent trying to repair the consequences of hasty action. In the field of behavior, as in all fields, we need to observe and learn before we can evaluate a course of action.<sup>14</sup>

#### Purpose of the Study

At present, many individuals who bear primary responsibility for the development and education of young children have had insufficient preparation for this vital and complex task.<sup>15</sup>

It is important, therefore, at this time to study the trends and practices in teaching Child Development

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<sup>13</sup>Carroll Atkinson and Eugène T. Maleska, The Story of Education (Philadelphia: Chilton Books, 1965), p. 391.

<sup>14</sup>Read, The Nursery School, 3rd ed., p. 166.

<sup>15</sup>U.S. Department of Health, Education, and Welfare, Child Development Associate, pamphlet.

in similar institutions in the United States. This thesis is a descriptive study with the following purposes:

1. To compare the proportion of universities maintaining nursery schools in 1970 with the present proportion.
2. To show reasons why there are fewer nursery schools now than in 1970.
3. To compare the ratio of students to the number of day care facilities used at the various state universities surveyed.
4. To tabulate the teaching tools used.
5. To tabulate the texts used.
6. To tabulate the traits of children that students observe.
7. To show the purpose of discussion groups.

#### Definition of Terms

##### Child Development Center or Laboratory Nursery Schools:

The Child Development Center represents the drawing together of all those resources - family, community and professional - which can contribute to the child's total

development.<sup>16</sup> These schools were among the first schools in the United States with their focus on preparental education, teacher training and research and may serve as centers for mobilizing the resources of an area to meet the needs of young children.<sup>17</sup> These units provide students a laboratory for observing and working with preschool children.<sup>18</sup> The center is planned around a classroom and play area and provides a program for early diagnosis of problems.<sup>19</sup>

Day Care Centers:

Day Care Centers take care of children whose mothers are employed outside the home or who are unable to care

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<sup>16</sup>Office of Economic Opportunity, Project Head Start (Washington, D.C., Government Printing Office).

<sup>17</sup>Read, The Nursery School, 4th ed., 1966, pp. 44-45.

<sup>18</sup>Verna Hildebrand, Introduction to Early Childhood Education (New York: MacMillan Co., 1971) p. 10.

<sup>19</sup>Mary Stewart Brown, "A Survey of Trends and Practices in Child Development Centers Among Land Grant and State Universities" (unpublished thesis), Montana State University, 1971, pp. 79-80.

for them because of illness or some other reason.<sup>20</sup>

These are usually full day care and may be financed privately, publicly or philanthropically.<sup>21</sup> Primarily centers were started to provide custodial care; however, at present programs to meet the child's social, emotional, intellectual, as well as physical needs, are being developed.<sup>22</sup>

Developmental Tasks:

"The relationship between developmental theory and preschool programming is basically the match between theory and practice."<sup>23</sup> Developmental tasks include mental, physical, emotional and social development and creativity. These are all interrelated and a deficiency in one can create inadequacies in the others.

The developmental tasks are like rungs on a ladder; they are too far apart for the person to

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<sup>20</sup>Read, The Nursery School, 4th ed., 1966, p. 47.

<sup>21</sup>Hildebrand, Early Childhood Education, p. 9.

<sup>22</sup>Brown, "Trends and Practices in Child Development," p. 78.

<sup>23</sup>Irving E. Sigel, "Developmental Theory and Preschool Education: Issues, Problems and Implications," The Seventy-first Yearbook of the National Society for the Study of Education, Part II (Chicago, Ill.: The University of Chicago Press, 1972), p. 13.

scale the wall of maturity without stepping on each rung. Sufficient experience and skill in each task must be achieved in order to reach the next task successfully.<sup>24</sup>

#### Nursery School or Preschool:

A good nursery school is an educational facility under the supervision of a trained teacher where young children engage in their first group experience away from their own home before entering elementary school.

#### Preschool Child:

The generally accepted definition of the preschool child is one whose age is in the three to five year range. The kindergarten program, which is rapidly becoming a part of the public school system, provides for the older five year old children.<sup>25</sup>

#### Simulation:

"The act of simulating. To simulate is to assume or have the appearance or form of, without the reality."<sup>26</sup>

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<sup>24</sup>Hildebrand, Early Childhood Education, pp. 23-24.

<sup>25</sup>Brown, "Trends and Practices in Child Development," p. 78.

<sup>26</sup>Funk and Wagnall, Standard Dictionary (New York: Funk and Wagnalls Co., Vol. II, 1958), p. 1172.

In this study, the writer refers to the use of films, videotapes, audio tapes, film loops, transparencies, slides and/or mini-demonstration used for teaching students.

## CHAPTER II

### REVIEW OF LITERATURE

Since this thesis is a study of the trends in teaching Child Development, the review of literature includes a brief history of early childhood education. It also reviews current teaching procedures used at Montana State University.

#### History

Prehistoric man's first problems centered on food, clothing, shelter and safety. The education of his children was of relatively low order.<sup>1</sup> Mothers looked after their children's biological needs much the same as animals and birds, but more infants died than lived, so until they reached the ages between five and seven they scarcely counted.<sup>2</sup> According to DeMause's recent historical study of children, until the 18th century a child's life was

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<sup>1</sup>Carroll Atkinson and Eugene T. Maleska, The Story of Education (Philadelphia and New York: Chilton Books, 1965), p. 3.

<sup>2</sup>Arlene Skolnick and Jerome H. Skolnick, Intimacy, Family and Society (Boston: Little, Brown and Co., 1974), pp. 338-47.

very bleak. Every childrearing tract recommended beating. No examples from this period were found in which a child wasn't beaten or battered beginning in infancy.<sup>3</sup> There seemed to be no separate world of childhood, as children shared adult games, toys and fairy stories. Adults and children lived together, never apart. By 1600 a new attitude was erupting based on the concept that childhood was innocent and it was the duty of adults to preserve this innocence. By 1700 the child possessed his own literature especially written for the young mind and the period between seven and adolescence was becoming a world of its own. The era between 1600 and 1800 witnessed a revolution in attitude toward education of children. Reading, for example, was to begin around four or five years of age with writing to follow and then gradually more sophisticated subjects would be added. The reason for this change seemed to be a social one. After 1500 the Western world grew more complex, demanding more skilled and trained men for commerce and the professions. Science and Technology demanded profound changes and with their

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<sup>3</sup>Lloyd DeMause, "Our Forebears Made Childhood a Nightmare," Psychology Today, April, 1975, p. 85.

growth came a need for an increased amount of education. Before World War I, sixteen or seventeen was not an unusual age for a student to leave school, but after World War II more and more students remained in the educational system to age twenty-one and beyond.<sup>4</sup>

Many famous people have been associated with the development of education for young children. As long ago as the third century B.C. Plato argued that children be removed from their parents at an early age and be transferred to institutional care and training.<sup>5</sup> Johann Comenius (1592-1670) Moravian bishop and Czech educator,<sup>6</sup> wrote the first text (Orbis Pictus<sup>7</sup>) using pictures for teaching children. He advocated a Mother's School in every home for every child. Lessons consisted of simple things such as learning to know plants and animals, parts

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<sup>4</sup>Skolnick, Intimacy, Family and Society, pp. 338-47.

<sup>5</sup>Hess, Teachers of Young Children, p.

<sup>6</sup>Atkinson, Story of Education, p. 126.

<sup>7</sup>C. W. Bardeen, ed., The Orbis Pictus of John Amos Comenius (Detroit, Mich.: Singing Tree Press, 1968).

of the body, and colors.<sup>8</sup> German educator Frederick Froebel (1782-1852) developed a school free from influences of formal education that allowed the child to develop freely.<sup>9</sup> He also devised a system of educational games for children. These presented an orderly series of phenomena designed to challenge the children's abilities, stimulate mental activity and produce inner organization and integration.<sup>10</sup> Maria Montessori (1870-1952) saw in children a spontaneous interest in learning as well as a spontaneous self-discipline. Primarily working with underprivileged, she used tools and techniques that supplemented their environmentally deprived backgrounds. She developed materials and schools that allowed children to progress in an atmosphere of freedom.<sup>11</sup> Her "hands off"

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<sup>8</sup>Sarah Hammond Leeper, et al., Good Schools for Young Children, 3rd printing (New York: The MacMillan Co., 1968), pp. 5-6.

<sup>9</sup>Atkinson, Story of Education, p. 126.

<sup>10</sup>Hess, Teachers of Young Children, p. 4.

<sup>11</sup>E. M. Standing, Maria Montessori: Her Life and Work (New York: New American Library, 1962), p. i.

policy let the child do it himself. They were free to choose from toys such as sound boxes where they matched sounds, solid geometrical inserts that might vary in diameter or height so the child could arrange them accordingly, or buttoning frames where they learned to button, snap or use hooks and eyes.<sup>12</sup>

Until the 1890's there was little, if any, published information about the sensitivity, emotions, learning abilities and other psychological processes of children.<sup>13</sup> Many misconceptions or old wives' tales about children existed.<sup>14</sup> Some children were treated as passive, inactive learners.<sup>15</sup> We now know of their ability to learn before the age of six.<sup>16</sup> Other children were believed to be happy only if they were carefree. Adults using this

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<sup>12</sup>Dorothy Canfield Fisher, The Montessori Manual (Cambridge, Mass.: Robert Bentley, Inc., 1966), pp. 32-53.

<sup>13</sup>Atkinson, Story of Education, pp. 308-09.

<sup>14</sup>Elizabeth B. Hurlock, Child Development, 5th ed. (New York: McGraw-Hill Book Co., 1972), p. 2.

<sup>15</sup>Atkinson, Story of Education, p. 309.

<sup>16</sup>Anne Lewis, "Preschool Becomes A National Concern," Preschool Breakthrough: What Works in Early Childhood Education, National School Public Relations Association, 411-12774, 1970, p. 1.

as a guideline neglected their children's essential learning experiences and may have fostered long-lasting feelings of personal inadequacy. These misconceptions are based on the assumption that all people of a given age develop equally.<sup>17</sup> Humans do progress through much the same growth stages, but at different rates according to their basic individuality.<sup>18</sup> There is justification for questioning the truth of these tales and doubting their usefulness as behavioral guidelines.<sup>19</sup>

Until the nineteen twenties and thirties, Americans paid little attention to the efforts of European pioneers. At that time early childhood education had a brief fling.<sup>20</sup> Laboratory schools were established on college and university campuses in the 1920's to provide educational guidance of parents and children, in contrast to the usual

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<sup>17</sup>Hurlock, Child Development, pp. 3-6.

<sup>18</sup>Frances L. Ilg and Louise Bates Ames, Child Behavior (New York: Harper and Row, 1955), pp. 3-5.

<sup>19</sup>Hurlock, Child Development, pp. 3-6.

<sup>20</sup>Bettye M. Caldwell, "The Rationale for Early Intervention," in Child Development: A Study of Growth Processes, edited by Stewart Cohen (Itaska, Ill.: F. E. Peacock Publishers, Inc., 1971), p. 298.

custodial care.<sup>21</sup> Under heavy attack by the "scientific" wing of the social sciences, early education programs began to slip away silently. Laboratory schools continued to provide subjects for research studies and to train teachers so they could provide research subjects for the next generation.<sup>22</sup>

Propelled by the stunning research finding that the best years of a child's learning life occurs before the age of six, preschool education became a national concern in the 1960's.<sup>23</sup> Psychologists agree that preschool years are the most important in the formation of lifetime habits that determine future success and happiness. Studies relating to first grade children show that many are seriously handicapped before they begin their formal schooling and need a great amount of individual help to bridge the deficit.<sup>24</sup>

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<sup>21</sup>Verna Hildebrand, Introduction to Early Childhood Education (New York: MacMillan Co., 1971), p. 10.

<sup>22</sup>Cohen, Child Development, p. 298.

<sup>23</sup>Lewis, "Preschool," p. 1.

<sup>24</sup>Atkinson, Story of Education, p. 126.

Head Start nursery schools were first organized under the sponsorship of the federal government in many American communities in 1965.<sup>25</sup> This program was designed to give children a chance to make up for deficiencies in early background experiences, improve physical health, and correct physical handicaps. Included was the improvement of the child's communication and language skills, sensory perception, object discrimination, organization of knowledge and the broadening of his life experiences. To do this the child was helped to see himself as a worthy person, able to master his environment and recognize adults as people who can help.<sup>26</sup> Head Start programs were developed as both a concept and community facility. It represents the drawing together of resources - family, community and professional - that can contribute to the child's total development. It was to provide a program for comprehensive health services, parent involvement,

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<sup>25</sup>Hildebrand, Early Childhood Education, pp. 8-9.

<sup>26</sup>Katherine H. Read, The Nursery School, 4th ed., (Philadelphia: W. B. Saunders Co., 1966), p. 43.

interviews and counseling, feeding of the children, and meetings of parents and other residents of the community.<sup>27</sup> Head Start has met some scattered educational success, but the program has suffered because of conflicting goals and approaches, inadequate planning, insufficient and erratic funding, and ill-prepared teachers.<sup>28</sup>

#### Program for College Students

Universities exist for the purposes of training men and women for a certain profession and pursuing learning and research without regard to immediate utility.<sup>29</sup> For the student who is contemplating a career in the field of early childhood education, it is a time of extraordinary opportunity. This branch of education currently receives attention from educators, behavioral scientists and government agencies. Prompted by an impressive array of data concerning the influence of well conceived educational experiences for young children, legislators and school

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<sup>27</sup>Hildebrand, Early Childhood Education, pp. 8-9.

<sup>28</sup>L. Joseph Stone and Joseph Church, Childhood and Adolescence, 3rd ed. (New York: Random House, 1973), p. 314.

<sup>29</sup>B. Russell, Education and The Good Life (New York: Boni and Liveright, 1926), p. 306.

board members have given enthusiastic support to day care, nursery school and kindergarten. The growing desire for young mothers to launch or continue their careers outside the home has created the need for appropriate child care services. Many also believe that early childhood education is an important part of the American dream of fulfillment.<sup>30</sup>

At present, many universities operate nursery schools to provide a place for the study of child growth and development in a natural, wholesome environment where children can adjust themselves in social situations.<sup>31</sup> Laboratory schools remain focused on preparental education, teacher training and research, and may serve as centers for mobilizing the resources of an area to meet the needs of young children.<sup>32</sup>

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<sup>30</sup>Robert H. Anderson, editors introduction, Teachers of Young Children (Boston: Houghton Mifflin Co., 1972), p. vii.

<sup>31</sup>Atkinson, Story of Education, p. 129.

<sup>32</sup>Read, Nursery School, pp. 44-45.

### The Nature of Learning

The nature of learning is a vital factor in providing a teaching-learning environment as well as meaningful experiences to promote the optimum development of college students. Many teaching methods have been employed. Among these are; lecture, laboratory, audio-visual, interview, individual study, observation, discussion, debate, symposium, demonstration, dramatizations, field-trips, programmed instruction, team teaching, and television.<sup>33</sup> While change and experimentation have always taken place recently there has been an unprecedented upsurge in new departures. The field of electronics alone has exerted a vast influence on our culture.<sup>34</sup> This is seen in the use of television and computers.

### Audio-visual Equipment

Audio-visual equipment allows for the communication and clarification of complicated ideas and techniques with

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<sup>33</sup>Vocational Home Economics Education, "Planning for Effective Teaching," Montana Department of Public Instruction, F956-411.120, October, 1967, p. 10.

<sup>34</sup>Atkinson, Story of Education, p. 391.

greater economy of classroom time.<sup>35</sup> A study to develop audio-visual materials for teaching selected topics in a marriage and family living course at Oklahoma State University showed that an audio-visual slide-tape series was an effective way to present course concepts at the Junior College Level.<sup>36</sup> At Florida State University, a study using transparencies to teach selected concepts in housing and home furnishing indicated high interest and favorable attitudes toward the use of the transparencies.<sup>37</sup> Oman's study at Montana State University evaluated a film and script explaining the operation and cleaning of a food slicing machine. Junior and senior students in predietetics could understand and operate

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<sup>35</sup> Neal L. Vinson and William R. Atkins, "Cutting the AV Umbilical Cords," Audiovisual Instruction, Vol. 20, No. 1, January, 1975, p. 45.

<sup>36</sup> Linda W. McFate, "Development of Audiovisual Materials for the Marriage and Family Living Course in Junior Colleges," H.Ec Abstracts, No. 5, 1969, Masters Thesis, Oklahoma State University, p. 44.

<sup>37</sup> Mary E. Green Bevis, "Transparencies for Teaching Selected Concepts of Housing," H.Ec Abstracts, No. 5, 1966, Masters Thesis, Florida State University, pp. 58-59.

the machine as successfully as when these operations were demonstrated.<sup>38</sup>

Charles Hoban really believes that films have come into their own in instruction. The new status in films is partly a consequence of stylistic and technological changes in film, form and techniques, partly a need for permanence and historical continuity and partly as an aspect of the search for self-actualization, social understanding and creative expression.<sup>39</sup>

### Television

The average teenager spends more time in front of the television set than in the classroom. This addiction may be continued into later years. Television in education is now part of the University of Nebraska programs to provide off campus people in the Midwest an easy access to college credit courses. This has proved

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<sup>38</sup>Louise J. Oman, "Training Films in Teaching Large Quantity Equipment," (unpublished Masters Thesis, Montana State University, 1970), p. 35.

<sup>39</sup>Charles F. Hoban, "The State of the Art of Films in Instruction: A Second Look," Audiovisual Instruction, Vol. 20, No. 4, April, 1975, pp. 30-34.

to be very effective.<sup>40</sup> A program for early childhood education capitalizes on TV technology to help trainees scattered throughout the United States. Trainees are filmed on videotape; the tape is evaluated; and the trainee reviews the film. Microtraining by videotape has been of great value to the trainee.<sup>41</sup> The University of Southern California and Stanford are both experiencing success with their Instructional Television Fixed Services. Students watch regular classes on TV and because of special equipment are able to ask questions and enter into the discussions. This is a means of helping the remote student get a stronger sense of participation as well as saving time and commuting expense.<sup>42</sup> Nutrition education has been conveyed in thirty and sixty second commercial "spots" on California television. Viewers felt this information was of vital concern and that they remembered and benefited

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<sup>40</sup>American Education, Vol. 11, No. 4, May, 1975, pp. 38-39.

<sup>41</sup>Leslie Rich, "Learning by Seeing," American Education, Vol. 10, No. 1, January/February, 1974, pp. 13-17.

<sup>42</sup>Bruce Abell, "Talking Back to the TV," The Education Digest, Vol. 40, Dec., 1974, pp. 10-13.

from the spot messages.<sup>43</sup> The "SEW for Growth" series issued by New York State College of Home Economics showed that there was warrant for further consideration of teaching via television.<sup>44</sup> Research conducted at Pennsylvania State University indicated that courses taught by TV were as effective as face to face instruction.<sup>45</sup> Ohio State University students relate that they could see better details of a sewing technique and felt that they spent less total time when their clothing class was televised.<sup>46</sup>

### Observation

Observation, a traditional way to teach Child Development, offers many possibilities. "Observing and

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<sup>43</sup>Catherine Brent, "TV Commercials Can Teach Nutrition," Journal of Home Economics, Vol. 66, No. 3 (March, 1974), pp. 21-23.

<sup>44</sup>Adaline Snellman and Madeline Blum, "Teaching Through Television," Journal of Home Economics, Vol. 53, No. 4 (April, 1961), p. 293-295.

<sup>45</sup>Helena Hoover, "Family Relationships via Television," Journal of Home Economics, Vol. 53, No. 5 (May, 1961), pp. 383-385.

<sup>46</sup>Esther Meacham, "Teaching with TV," Journal of Home Economics, Vol. 65, No. 9 (Dec., 1973), p. 36.

recording the behavior of children is a powerful technique in helping the student become more aware of children - of how they act, what they say and what is important to them."<sup>47</sup> It is not an easy task for the student to be objective and see what is actually taking place without value judgements, biases, defenses, or preconceptions.<sup>48</sup>

Recent technology has made possible the use of tape recorders, slide movie and videotape cameras. These instruments permit the student to observe the same bit of behavior, over and over, for detailed analysis. Taped sequences speeded up or slowed down reveal new patterns in ways of behavior.<sup>49</sup>

Observation of children can extend outside of the nursery school. This gives the observer insight into the different patterns of behavior children already have. Some children are able to meet new experiences with

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<sup>47</sup>Child Development Laboratory Observation Manual, Montana State University, Revised Winter, 1970, p. 1.

<sup>48</sup>Read, The Nursery School, 5th ed., 1971, p. 111.

<sup>49</sup>Stone, Childhood and Adolescence, p. 174.

confidence, others are disturbed by any departure from the familiar.<sup>50</sup>

### Competency Based Education

The national emphasis is shifting to competency based education because in the former professional training of a teacher, there was a lack of agreement between the training program and the actual performance.<sup>51</sup> Historically, teacher education programs have had a specified number of courses or course hours in specified areas of study.<sup>52</sup> Competency Based Teacher Education (CBTE) is built on the idea that prospective teachers should be trained to have the competencies - knowledge, skills and ways of acting - that can be used most effectively in the classrooms.<sup>53</sup> The student is judged

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<sup>50</sup>Read, The Nursery School, 5th ed., 1971, p. 138.

<sup>51</sup>Mary Dyer, "Competency Based Teacher Education," American Education, Vol. 10, No. 9, November, 1974, pp. 38-39.

<sup>52</sup>Tom Tobey, "Teacher Education: Early Childhood and Competency Based," Contemporary Education, Summer, 1974, Vol. XLV, No. 4, p. 266.

<sup>53</sup>Dyer, "Competency Based," p. 38.

on the basis of attainment of specified objectives or competencies.<sup>54</sup>

The California legislature had mandated CBTE for all its teacher training institutions. Texas Education Agency has pushed CBTE as one of the methods for use by teacher's colleges and schools of education. New York's State Department of Education is using CBTE in helping determine its licensing regulations.<sup>55</sup> By May of 1973, seventeen states had passed legislation or had received administrative support for CBTE.<sup>56</sup>

In 1971, a planning committee was appointed to study preparation of preschool personnel. A consortium was established to develop the mechanics for assessing competencies and issuing credentials. The credentialed individual would be called a Child Development Associate. There are currently thirteen states that provide the Child Development Associate program.

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<sup>54</sup>Tobey, "Teacher Education," p. 266.

<sup>55</sup>Dyer, "Competency Based," p. 38.

<sup>56</sup>Tobey, "Teacher Education," p. 267.

Competency Based Teacher Education does have problems. Very little is known and very little research has been done about how competency based trained teacher's behavior relates to pupil outcome. In spite of shaky ground, CBTE is a rapidly growing movement.<sup>57</sup>

### Programmed Instruction

In programmed instruction, the material is arranged in small-step sequence to be pursued by the students at their own pace. Materials contain built-in evaluation and positive reinforcements.<sup>58</sup> Computers make it possible to design programs in problem solving or decision making. The learner acts upon a series of contingencies supplied by the computer. The computer evaluates and describes the consequences of the learners' responses. If the learner is not satisfied, he can go back to the beginning and work through the problem making alternate choices.<sup>59</sup>

Students at the University of Texas learn how to observe children by using a computer. Because the feedback

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<sup>57</sup>Tobey, "Teacher Education," p. 268.

<sup>58</sup>Vocational Home Economics, p. 10.

<sup>59</sup>Isabel H. Beck and Bruce Monroe, "Some Dimensions of Simulation," Educational Technology, Vol. IX, No. 10, October, 1969, p. 48.

from the computer is symbolical, the student is free from censure or embarrassment. This program seems to offer students a useful and valid substitute for direct observational experience in learning physical development concepts. Students were enthusiastic and felt visual materials, coupled with immediate feedback, helped them to understand what they were to look for when observing.<sup>60</sup>

Oklahoma State University has successfully introduced and developed an audio-tutorial laboratory in clothing selection and clothing construction. The students are allowed to proceed through the course at their own rate with the instructor available for discussion and individual conferences. Oklahoma State is also investigating the feasibility of using the computer to generate individual tests for students in selected courses. In this type of program the instructor is freed allowing more time for meeting with students on a one-to-one basis. Students in the test group felt the computer tests were easier to read and mark. They liked having their grade

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<sup>60</sup>Mary Ellen Durrett, Gayle Browne and Agnes M. Edwards, "'Observing' Children by Using a Computer," Journal of Home Economics, Vol. 66, No. 6, September, 1974, p. 35.

before they left, but some felt the long pages of the computer printout were hard to handle.<sup>61</sup>

### Lecture

In ancient or medieval times when books were few and very expensive, the lecture had a legitimate status for conveying informational knowledge. In this day, electronic devices and inexpensive paperbacks are alternatives to the lecture for informational purposes. Lecture's most effective use is inspiration and motivation, demonstration of models and clarification of matter confusing to the learner.<sup>62</sup>

A main disadvantage of lectures is that they have been overused.<sup>63</sup> If lecture is used, it should foster transfer of learning and indicate where ideas apply.

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<sup>61</sup>Lela O'Toole, "Educational Innovations in Instruction: Our Alternative to the Lock Step," Proceedings Association of Administrators of Home Economics, October, 1972, pp. 84-86.

<sup>62</sup>Ralph Thompson, "Legitimate Lecturing," Improving College and University Teaching, Vol. XXII, No. 3, Summer, 1974, p. 163.

<sup>63</sup>Charles Titus, "The Uses of the Lecture," The Clearing House, Vol. 48, No. 6, February, 1974, pp. 383-84.

Lecturers should be sure concepts and principles are made sufficiently clear so that students can apply them and give the student an opportunity for application of learnings. Communication should be the principal involvement of the lecturer and the vocabulary should be appropriate to the developmental level of the learner.<sup>64</sup>

People, as a whole, are poor listeners. The average college student remembers about one-half of what is said and listening comprehension of the "white collar" worker is about 25 percent efficient. Listening requires more energy than reading.<sup>65</sup>

Murray Weinberg did a study on whether humor in a lecture helps students learn better and retain more information. He found that humor may be either a negative, neutral or positive influence on learning depending on students' intelligence and anxiety level. Very uptight students, with low intelligence, retain less. Less nervous smarter students were much more able to utilize

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<sup>64</sup>John Whooley, "Improving the Lecture," Improving College and University Teaching, Vol. XXII, No. 3, Summer, 1974, p. 183.

<sup>65</sup>Ellen H. Semrow, "Listen! Don't Detour Ideas," Journal of Home Economics, Vol. 52, No. 9 (Nov., 1960), pp. 721-724.

the humor.<sup>66</sup> Another study showed that students tested over specific factual material scored higher when presented this material by organized lecture than by discussion.<sup>67</sup>

### Discussion

A discussion is a method in which a student is allowed to participate, question and express his own ideas. The instructor becomes a facilitator of discussion, a resource person or just a member of the group who learns with the students.<sup>68</sup> Good classroom discussions are stimulated by teachers who know how to get students interested in and talking about the subject matter they are encountering. Small groups are better than large ones. Students need time to think, so the leader should not interrupt classroom silence. Opinions

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<sup>66</sup>"Humor Works in Funny Ways," Nations Schools and Colleges, Vol. 2, No. 2, February, 1975, p. 21.

<sup>67</sup>Francis Canter and Judith Gallatin, "L-cture vs. Discussion as Related to Students' Personality Factors," Improving College and University Teaching, Vol. XXII, No. 2, Spring, 1974, p. 111.

<sup>68</sup>Ibid.

should be valued and whenever possible the discussion should be made applicable to everyday living.<sup>69</sup>

An advantage of discussion is that it involves students in class activities, providing the instructor with proof of ideas shared and evidence of students' awareness of what is happening. A disadvantage is that not all students find it easy or desirable to speak up in class. Some feel they learn simply by listening to others. If a student is made to feel guilty or inadequate, this will not encourage him to become involved. The instructor needs to respond to the non-verbal students' expression of ideas as openly as to the verbal ones. Students need to be allowed to find different methods of communication.<sup>70</sup>

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<sup>69</sup>Alice F. Worsley, "Improving Classroom Discussions," Improving College and University Teaching, Vol. XXIII, No. 1, Winter, 1975, p. 27.

<sup>70</sup>Georgia Scriven, "Is Verbal Participation in Discussion Really Important?," Improving College and University Teaching, Vol. XXII, No. 3, Summer, 1974, p. 155.











































































































