

ABSTRACT OF THESIS

ADJUSTMENT OF STUDENT TEACHERS
TO THE TEACHING SITUATION
IN HOME MAKING

Submitted by
Marie Nagovsky

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado
December, 1944

S-1-08A-20-02-042



U18400 9073822

376,788

AO
1944
15a

ABSTRACT

The problem

What assistance can be given to student teachers of Montana State University in adjusting to the teaching situation in homemaking?

Problem analysis.--In order to solve this problem, answers to the following questions have been sought:

1. What common problems in adjustment confront student teachers in their relationship with the school personnel and with the pupils?
2. What common problems confront student teachers in their classrooms?
3. What social problems confront student teachers?

Delimitation.--Investigations were limited to the study of student teachers who had done their student teaching at Missoula County High School, Missoula, Montana, in 1942-44.

Definition of terms.--Adjustment, as it was used in this study, is a continuous process of adaptation of the individual to his environment.

Under the supervision of the writer and to determine recommendations for the help and guidance that can be given to student teachers in their adjustment to the teaching situation, data relative to the above problems were obtained from records and files of the following offices of Montana State University: The Student Health Service, The Office of the Dean of Women, The Home Economics Department, and The Registrar's Office. The Bell Adjustment Inventory was administered to each student to obtain an analysis of the student teachers' personalities.

For recording information concerning common problems, gained from observations and conferences with the student teachers, an evaluation record of the qualities to be studied was designed and used by the writer, who was the student teacher supervisor at Missoula County High School. A series of personal conferences was also held with the individual student teachers for considering the problems they encountered during the student teaching period.

On the basis of the data gathered and tabulated from the foregoing sources, case histories of 10 student teachers were made. Upon analysis these case studies showed the following problems to be common to one-half or more.

Summary of findings

Adjustment problems of student teachers in relationships with school personnel and pupils.

1. Feeling secure with the faculty when they realized that they were accepted only on a temporary or apprenticeship basis.
2. Complying with all school policies when they did not have a voice in school matters at faculty meetings and were not conversant with the policies and details preceding such meetings.
3. Feeling secure in answering the questions of pupils when they knew that the student teachers were in the process of learning how to teach.
4. Adopting a reasonable standard of relationships with pupils in and outside the classroom.
5. Guiding adolescent pupils intelligently.
6. Knowing the background of the pupils.
7. Encouraging and getting cooperation of pupils at all times.
8. Analyzing the cause and avoiding the occurrence of discipline problems and knowing how to use corrective disciplinary measures.
9. Maintaining poise and a sense of security before a group of pupils.
10. Being human and maintaining a professional attitude.

11. Avoiding the loss of confidence and respect of the pupils.
12. Understanding that the individual pupil is a part of the group and has certain capacities for learning.

- Problems confronting student teachers in the classroom.--1. Accepting responsibilities and management of the department without fear and accepting student teaching as a real challenge.
2. Adjusting learning activities to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils.
 3. Maintaining alertness to the individual needs of the pupils.
 4. Developing ability to evaluate themselves in various situations as teachers.

Social problems confronting student teachers.

1. Finding sufficient time for recreation and personal living during student teaching period.
2. Developing initiative and security in social undertakings.
3. Establishing rapport with parents while making home visits.
4. Overcoming self-consciousness and developing self-confidence when in a group.
5. Overcoming uncertainty in making decisions.

Twelve of the common problems were in the area of relationship with school personnel and with pupils, four were classroom problems, and five were social in nature, showing that the major difficulties of student teachers came in the area of relationships with people in a professional situation. Since the student teachers as a group were average in scholastic standing and in physical condition and all were of the white race, the difficulties encountered in relationships were no doubt due to personalities of the girls, their social and professional experience, and the new environment in which teaching situations existed.

Recommendations

The following recommendations are made to aid student teachers in home economics at Montana State University in adjusting to the student teaching situation.

1. An effort should be made by the university to help girls develop skills in human relationships, and every effort should be made by the supervising teacher, the superintendent, and the university supervisor to make the student teacher as much a part of the high school faculty as possible during her student teaching period.

2. It would be advisable for the university to extend the student teaching period to six or nine weeks.
3. It would be advisable for the university to include social training in the college curriculum for home economics students.
4. The supervising teacher should give the student teacher information concerning individual pupils and their home backgrounds and encourage home visiting early in the student teaching period.
5. The teacher training curriculum at the university should include a study of adolescent psychology and mental hygiene.
6. The supervising teacher should be explicit in instructions concerning the care of the department and should do everything in her power to place responsibility on the student teacher and to make her feel that responsibility.
7. The supervising teacher should call the attention of the student teacher to the things to look for and should assist her continually in observation until such observations become a habit.
8. The supervising teacher should show the student teacher how to use upon herself the techniques which the supervisor uses in evaluating the student teacher.

9. The supervising teacher and the college teacher trainer should see that the student teacher makes unit plans for the entire period, early in the student teaching period.
10. The student teacher should make visits to the teaching center and should have conferences with the supervising teacher before the teaching period begins.
11. Students in college who are looking forward to teaching should in some way, early in their college course, be made to appreciate the value of participating actively in the social life of the college and their home communities.
12. The student teacher should take advantage of the numerous opportunities that arise in the school and community by which she may develop initiative and become more secure in making decisions in social undertakings.

Problems for further study

As a result of this study it is recommended that a further analysis of the problem be made through the study of the following questions:

1. What methods and teaching devices are best adapted by the student teacher in homemaking?
2. What is the relationship of problems between

a part-time, one period per day teaching program in homemaking, and a full-day student teaching program?

3. What difficulties are encountered by the first-year teacher in homemaking?
4. What effect may a heavy university or college schedule have upon the student teacher during her student teaching period?
5. How may a university or college curriculum include courses which will show the prospective teacher how to teach skill courses so that they will meet individual needs of pupils?
6. Is it possible, early in a student's college career, to determine qualities which will point to success in the teaching field?

LIBRARY
COLORADO STATE COLLEGE OF A. & M. A.
FORT COLLINS, COLORADO

T H E S I S

ADJUSTMENT OF STUDENT TEACHERS
TO THE TEACHING SITUATION
IN HOMEMAKING

Submitted by
Marie Nagovsky

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

December, 1944

LIBRARY
COLORADO STATE COLLEGE OF A. & M. A.
FORT COLLINS COLORADO

378.788
AO
1944
15

COLORADO STATE COLLEGE
OF
AGRICULTURE AND MECHANIC ARTS
=

August 15 1944

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY MARIE NAGOVSKY
ENTITLED ADJUSTMENT OF STUDENT TEACHERS TO THE TEACHING
SITUATION IN HOMEMAKING

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 0

E. B. Sackel
Maud Williamson
In Charge of Thesis

APPROVED
Head of Department

Examination Satisfactory

Committee on Final Examination

Maud Williamson
Patsy Shobe
Hazel E. Thompson

Helen A. Burnham
Mary V. Holmes
E. B. Sackel

U. G. Dawson
Dean of the Graduate School

Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

ACKNOWLEDGMENTS

The writer wishes to express her appreciation to the following faculty members of Colorado State College for their interest and guidance in the development and writing of this study: Dr. Maude Williamson, Associate Professor of Home Economics Education; Dr. Everett B. Sackett and Dr. David H. Morgan, Supervisors of Research in Home Economics Education; Irene Coons, Reference Librarian; and Gladys Eddy, English Adviser.

Appreciation is also extended to Edith Harwood, Montana State Supervisor of Home Economics, and to the following faculty members of Montana State University for their contributions and assistance in this study: Helen Gleason, Professor of Home Economics; Dr. Walter R. Ames, Professor of Education; and Dr. Walter Anderson, Dean and Director of Teacher Education.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	7
	The problem	8
	Problem analysis	8
	Delimitation	9
	Definition of terms.	9
II	REVIEW OF LITERATURE RELATING TO THE ADJUSTMENT OF STUDENT TEACHERS.	10
III	METHOD OF PROCEDURE.	24
IV	ANALYSIS OF DATA	28
	Case histories of 10 student teachers	28
	Analysis of case histories.	87
	Personal data.	87
	Family and home background	88
	Academic record.	89
	Extra-curricular activities.	90
	Emotional adjustment problems during student teaching	91
	Faculty relationship problems.	93
	Classroom adjustment problems.	94
	Social adjustment problems during student teaching	95
V	DISCUSSION	97
	Adjustment problems of student teachers in relationships with school personnel and pupils.	97
	-Problems confronting student teachers in the classroom.	99
	Social problems confronting student teachers	99
	Recommendations	103
	Problems for further study.	106
VI	SUMMARY.	107
	The problem	107
	Problem analysis	107
	Delimitation	107
	Definition of terms.	107
	Summary of findings.	109

TABLE OF CONTENTS

Chapter	Page
Adjustment problems of student teachers in relationships with school personnel and pupils	109
Problems confronting student teachers in the classroom.	110
Social problems confronting student teachers	110
Recommendations	111
Problems for further study.	113
APPENDIX	115
BIBLIOGRAPHY	166

LIST OF TABLES

Table	Page
1 RATINGS BY STUDENT TEACHER SUPERVISOR ON PERSONAL QUALITIES OF 10 STUDENT TEACHERS IN HOMEMAKING IN MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44.	92

7

Chapter I
INTRODUCTION

At Missoula, Montana, County High School a three-week student teaching program has been arranged with the Montana State University. The student teachers report to the high school homemaking classes daily for the entire day. They participate in the school program beginning with observations of homemaking class procedures. According to their learning speed, they gradually assume the responsibilities of the regular teacher, until the responsibility of all classes for the entire day is turned over to the student teacher, who receives aid when needed from the regular teacher.

One of the most desirable accomplishments of student teachers is the ability to cope with special situations that present themselves during the student teaching period. Recent social trends, economic changes, and unrest, coupled with a new environment, present many new adjustment problems varying in nature and quality. Oftentimes fear retards the social relationships and academic achievements of the student teachers; a state of worry is thereby created that further impedes the solution of their troubles and is detrimental to the welfare of those experiencing difficulties in adjustment.

It has been said that normal people, as well as abnormal people, have problems which may arise in any period of life. If these problems are not solved satisfactorily, success and happiness are not realized by the individual. It also has been recognized that there is a definite need for increased emphasis on the consideration and understanding of adjustment problems of student teachers in homemaking education.

Student teachers in Missoula have frequently expressed a desire for more help on such problems as adapting themselves to classroom situations, participating in professional and extra-curricular activities, becoming acquainted with the home and with community problems, planning for desirable improvements, and attaining security in their teaching.

The problem

What assistance can be given to student teachers in adjusting to the teaching situation?

Problem analysis.--It will be necessary to answer the following questions:

1. What common problems in adjustment confront student teachers in their relationships with the faculty members and other employees of the school and with the pupils?
2. What common problems confront student teachers in their classrooms?

3. What social problems confront student teachers?

Delimitation.--This study includes the student teachers who did their student teaching at Missoula County High School in Missoula, Montana, during the school years 1942-44.

Definition of terms.--Adjustment, as it is used in this study, is a continuous process of adaptation of the individual to his environment.

Chapter II

REVIEW OF LITERATURE RELATING TO THE ADJUSTMENT OF STUDENT TEACHERS

At some time every student teacher has problems that are difficult to solve. Some of these problems deal with her relationships with the faculty members and other school employees, with the pupils in the classrooms, and with matters of a social nature. It is important that recognition and help be given to the student teachers in making these adjustments to insure a better understanding and a sense of security in their teaching. Within recent years leaders and educators have become aware of the significant importance which the area of adjustment presents in student teaching. It is the purpose of the writer to present the opinions, ideas, and findings of others in this field, limiting the study to literature which deals with problems that student teachers have in adjusting to the teaching situation.

In 1930, Alexander (1) said that student teaching should include not merely exercises in developing skill in classroom instruction, class management and control, but also contact and practice in all phases of the teacher's educative activity.

In 1932, Johnson (20) reported from a study made at Iowa State College the relationship of personality ratings and aptitude test grades with student teaching grades of 450 students in home economics education. Johnson concluded that personality as measured by the personality trait ratings is an important factor contributing to student teaching success and that personality trait ratings which contribute most to success in student teaching are the ratings on the traits judgment and firmness.

In an article in Practical Home Economics, entitled, "Developing a Philosophy for Homemaking Education," Mintle (26) in 1932 stated that the leaders or teachers are first of all individuals, a part of the social environment of the students, and that because of association with them in this capacity, the teachers need to be not only carefully prepared in the techniques of teaching and thoroughly versed in the content of primary and correlative subject matter but also people of vision, perspective, unity, vigor, initiative, discernment, and personality. They need not only to have had but also to be having interesting and fine experiences which leave a wholesome attitude toward youth and society in the present day.

In an article in Practical Home Economics, entitled, "The High School Student and Emotional Control," Nixon (30) in 1932 stated that an all too indifferent

and unconcerned attitude shown by parents and teachers towards the growth of love and affection is often a source of trouble. "My teacher doesn't like me; she wants me to fail. She'd like to get something on me so she could kick me out of class." Such a report must be combatted even though it may be true.

In 1933, Eliassen (15) said that most investigators agree that in addition to scholarship other factors also influence teaching success.

Newsom (29) in 1933 reported a study designed to find a reliable basis for predicting success in student teaching in home economics. From the results obtained in this study, she concluded that the grade in special methods was the only one of the measures used upon which an estimate of the grade in student teaching might be based and that the other factors might have affected teaching but did not appear to be of any significance in predicting the student teaching grade. While these results are not directly related to the present study, Newsom's work is pertinent in that it does relate to personality and success which are effected through adjustment.

In 1935, Strang (41) stressed the role of the teacher in creating an environment which would give her the right attitude. Her role is hard because the solution of all problems is not within her control. According to Strang, the personality of the teacher is an

important factor in teacher-pupil relationships. Her health, attitudes toward life, and interests outside of school are some factors which influence pupil-teacher relationships. Strang also stressed that adjustment is continuous. It is part of the process of living. Problems of adjustment may involve conflict between the individual and his environment. Acquiring the ability to work or play wholeheartedly so that there is no dissipation of emotional energy; being willing to face reality even if it is unpleasant; building self-confidence and respect for one's abilities, and at the same time recognizing one's unmodifiable limitations without bitterness; acquiring a genuine and friendly interest in people; taking an objective attitude toward oneself and others; developing a sense of humor; building an attitude toward work as "one way of having a good time"; meeting competition without resentment; and accepting reasonable authority without rebellion--all these are, in a positive sense, the problems of adjustment.

The study of adjustment problems, as pointed out by Strang, is of value to the teacher in at least three ways: (1) in indicating the kind of difficulties students are meeting; (2) in preventing problems that might arise if certain changes in the environment were not made; and (3) in evaluating the relative importance of existing problems. Since a wholesome personality is built fundamentally on positive characteristics already

existing to some extent, it is desirable for the teacher to focus her attention on the individual's accomplishments rather than upon his faults. Whenever these desirable characteristics are present in any degree, they should be reinforced and developed by approval and opportunity for practice.

In the competitive classroom situation, only a few can attain prominence. Many acquire a sense of failure. Being thwarted in their efforts to achieve academic success, they seek satisfaction in gaining attention through defiance of authority in delinquency, and in other forms of undesirable behavior. The teacher can help the students meet this situation in two ways: (1) by setting standards in terms of ability and discovering some line of endeavor in which each individual can excel; and (2) by helping students accept unavoidable defeat without evasion or emotionality. An important principle is that a conflict can be used to help an individual grow. A difficulty is not necessarily destructive, nor even undesirable. The facts of the present should be faced with a view toward making necessary modifications in the environment or in the attitude toward the difficulty. Giving the individual confidence that improvement is possible is frequently an important factor. An attainable goal set by the individual himself evokes his persistent striving towards it. If failure should occur, a constructive attitude toward it

must be taken. Rather than being something to be ashamed of, failure should be an opportunity to learn. Knowing what to avoid is often as important as knowing what to do. Handicaps have served as stimuli to exceptional achievement.

Elliott and Elliott (16) in 1936, said that normal people, as well as abnormal people, have problems which arise in all periods of life. Environment has an important role to play in the solution which an individual makes to any problem. Knowledge and experience are necessary to solve mental problems. If these problems are not solved satisfactorily, success and happiness are not realized by the individual.

In 1936, Morgan (27) said that the principles of mental hygiene can be clearly stated. Facing life squarely is one of the first of these principles. Mental health depends on recognizing minor beginnings of maladjustment and correcting them in their early stages. Attitudes are learned and are forces behind motivating behavior. Some attitudes are unconscious and provide the basis for queer conduct.

In a report to the world conference on education at Cheltenham, England, in the summer of 1936, the International Commission on Teacher Training of the New Educational Fellowship summarized the views of representatives of 34 countries as follows:

In a discussion on the personality of the teacher there was general agreement that an academic culture, even when combined with a mastery of professional techniques, was no sure guarantee of success. All felt that greatly increased emphasis should be placed upon the cultivation of certain personal qualities, and that to do this the present structure of our training colleges would have to be radically changed (34:192).

Meyer (25), in his report entitled, "Personality Can Be Cultivated," in 1937 concluded that although the usual quantitative approach to measuring the teacher's personality is in semester hours, points, or degrees, there is a definite place for a qualitative approach for cultivating teacher personality. He further made the statement that a degree may be an asset in getting a position, but it does not guarantee success in holding that position.

In 1938, Anderson (2) stated that there is universal agreement on such general characteristics of successful teachers, as (1) enthusiasm for and broad scholarship in one or more fields of knowledge, (2) ability to deal with principles underlying the subject matter rather than the mere facts within the subject matter, (3) an appreciation of what richness in learning means to the progress of civilization, (4) sincere enjoyment in teaching, (5) openmindedness toward all aspects of learning and of live, and (6) the ability to arouse and stimulate students to self-activity along wholesome lines.

He further states that the more important function of teaching is the development of right attitudes, proper ideals, and worthy appreciations. Successful teaching demands more than ample pre-service training and proper supervisory assistance in service. There are certain physical factors that must not be overlooked, such as (1) suitable and attractive clothing; (2) comfortable and attractive living quarters; (3) proper and adequate food; (4) provision for recreation and social life; (5) cultural environment; (6) opportunity for professional study; and (7) sufficient savings to provide for sickness, accidents, and old age.

In an article in Practical Home Economics entitled, "My Experiences as an Apprentice Teacher in Vocational Homemaking," Anderson (3) in 1938 stated that good living conditions have a direct influence on one's personal attitude toward teaching and that experience as an apprentice teacher make one feel more enthusiastic over the work which is yet before him (3:196).

Gillespie (19) reported in 1938 in her investigation entitled, "Personality of Supervisors of Student Teaching of Home Economics," that some home economics teachers may exhibit an extrovert personality to a marked degree. Traits also considered significant by state supervisors and teacher trainers were judgment, enthusiasm, cooperation, friendliness, leadership, and independence. These findings further indicate that

relationships do exist between certain personality factors and teaching ability.

In 1938 Ryan (36) in his book, Mental Health Through Education, made the following statements:

It cannot be too strongly emphasized that the real question in teacher preparation today is not that involved in the perennial and futile controversy between the respective advocates of "knowledge of subject matter" and "methods of teaching." It has to do with something much more fundamental than this. What is involved is a new kind of teacher preparation, made necessary by a new kind of education. Those who are leaders in this kind of education are convinced that wholesome teacher personality, understanding of human beings to social living transcend in importance any mere factual knowledge or techniques, useful though these are in their proper setting (36:125).

He also stated that many writers are thinking of positive mental hygiene instead of preventative mental hygiene. Teachers play an important part in molding child behavior. A healthful school atmosphere can be created by the teacher if she is well-adjusted herself. Wholesome surroundings, sympathy, understanding, affection, and security are necessary for good teacher-pupil relationships. The child must be considered as an individual and should be dealt with according to his own needs and abilities. Growth and development proceed at different rates in different individuals. There is always a cause for behavior which must be known if mental hygiene problems are to be solved.

From the results obtained in her study,

Capo (10), in 1939, stated that since teachers in training, as seniors in college, cannot anticipate the situations in which they will later be employed, they should be prepared for and have some experience in the various situations in which they may find themselves. Prospective teachers need experience in school activities and an opportunity to become acquainted with home and community problems. At the same time, they should be learning to adapt themselves readily to existing conditions and should be planning for desirable improvements.

In 1939 Fallgatter (17) in her article in the Journal of Home Economics said that perhaps the most significant point of progress to be reported in the field of teacher education for home economics is the general awareness of the need for careful study of the problems related to (1) the selection of teachers, (2) curriculum offerings to provide for the broadened philosophy of education for home and family, and (3) enriched types of experiences for students who are preparing to teach home economics.

What can be said to a girl when she says, "My step-mother doesn't want me around and my dad's too busy to pay attention to me. I get plenty to eat and wear and all the money I want, but they don't care what I get on my report card. They never said a word when I got a story in the school paper or made the class team." No one with whom to share triumph, no one with whom to

talk over ambitions or desires, no one interested unless she over-stepped or made trouble.

The adolescent needs someone in whom to confide, and due to the growing feeling of independence, he usually finds someone outside the family. This is the teacher's opportunity. When she becomes the confidant, guide, and counselor, chosen through chance or design, she can reassure the student by helping him understand his family as well as himself.

Perhaps no task is so stupendous as that which the parent, the teacher, and the child himself attempt in the control and sublimation of the primitive reactions of the emotions. The degree of success with which this task is accomplished marks the ease with which the child fits in with his fellows, strides ahead in his life work, and wrests happiness out of his environment.

In Fundamentals of Home Economics, Spafford in 1940 (40) stressed the importance of the environment for successful teaching. She further said:

Many departments are as they are because no one thought through the relationship of the teaching environment to the attainment of goals in teaching.

The teacher who measures good teaching by pupils who have increasing ability to do, to use knowledge gained in solving problems arising now and later, to work with constantly greater independence, will want a department that approximates desirable and attainable home standards (40:294-296).

In 1940, Wilson (46) reported a study of the relationship between college life and successful student teaching in homemaking in Colorado. She concluded by saying that there was no association between student teaching ability and the factors: living conditions, participation in professional and in all extra-curricular activities, and self-support. She further stated that inasmuch as a significant inverse association or no association were found for the relationships between participation in social extra-curricular activities and student teaching grades, participation in social extra-curricular activities cannot be used as a factor in predicting student teaching ability in homemaking. However, there must be some type of student experiences in college life which are pertinent to success in teaching homemaking, and which can be used as a basis for prognosis in teaching success in homemaking (46:50-51).

In 1941 Symonds (42) stressed the necessity for mental hygiene in both teacher and pupil adjustment. Problems of adjustment do arise in school rooms; the number can be lessened by prevention if the teacher understands the principles of mental hygiene. He further stated that as a prelude to learning the school must offer every child security. Every teacher should give the child security which comes from a sense of being accepted and being wanted, in spite of any limitations he may bring with him into the classroom. If the teacher

is adjusted, that is the secret of the whole matter.

Every problem of adjustment in the school has two poles--the teacher and the pupil (42:568-675).

In 1941 Williamson and Lyle (45) in Homemaking Education in the High School wrote as follows:

A wholesome personal life gives balance and stimulus to one's professional life. Teachers need not live narrow restricted lives, and you as a teacher may make your personal life what you will. You are, or should be, a normal person and should be living a normal wholesome life with interests other than your work. Your county and your town have much of interest, no matter how small they are, and if you look with eyes that see and listen with ears that hear, you will find a wealth of interest in things around you. As an independent woman you will not want to be a person at one time and a teacher at another, but at all times, a person teaching, contributing to and receiving from the community in which you live (45:9).

It used to be believed that good teachers were born and not made. It also used to be accepted that one's personality was fixed and could not be changed after he reached maturity. Now, however, it is believed that it is within one's power to improve in character and personality if the purpose to do so is within himself. Traits cannot be developed for someone else. Personal development must be accomplished by oneself.

Charters (11) said:

It is not true that personality cannot be developed. Changes in personality belong to the natural order of events. It is customary for traits to change with changing conditions; they are modified and even eradicated by the influence of environment. . . . The essential question is not: Can personality be developed?

But can we hasten its development and by attentive effort accomplish in a short time what might be accomplished during a period of many years by letting nature take its course? (11:14)

In an article in School Review entitled, "Trends in the Preparation of Teachers," Tyler (43) in 1943 stated that a very marked trend is evident in the attention given to the personality development of student teachers. It is increasingly recognized that good teaching demands a person who is understanding and has a warm human reaction to children and who avoids coldness, sentimentality, and active antagonism. It is also maintained that the provision of varied experiences for teachers helps to give them greater freedom and increased outlets for spontaneity and enthusiasm.

The variety of opinions, studies, and findings on adjustment of student teachers to the teaching situation seems to indicate that there is a need for increased emphasis on the consideration and understanding of the adjustment problems of the student teachers in homemaking education. While these studies all indicate that relationships do exist between certain factors and teaching ability, there is still a need for suitable materials which could be presented to the student teachers to help them in their adjustments.

Chapter III
METHOD OF PROCEDURE

To determine recommendations for the help and guidance that can be given to student teachers of Montana State University in adjusting to the teaching situation, an effort was made to collect data relative to problems that concerned their relationships with the faculty members and other school employees and the pupils in the classrooms and their social problems.

Preceding the collection of these data, it was necessary to obtain permission from the Dean of the College of Education at Montana State University for the use of records in the following departments: the Student Health Service, the Office of the Dean of Women, the Home Economics Department 1/, and the Registrar's Office. These records revealed such information as the status of health, family history, past and present history of each student teacher, the scholastic aptitude test rating, the cumulative records of high school, university, and home experiences, as well as information regarding the vocational and cultural background of each student teacher.

1/ See Appendix A

Suggestions concerning student teacher problems were taken from observation records submitted by the Montana State Supervisor of Homemaking Education and the University of Montana Itinerant Teacher Supervisor 2/. Findings were also tabulated from the Bell Adjustment Inventory 3/ administered to each student teacher.

A letter 4/ requesting samples of guides used to evaluate student teacher's adjustment problems was sent to the following institutions: University of California; Teachers College, Columbia University; Ohio State University; University of Chicago; University of Missouri; Iowa State College; Montana State University; Montana State College; University of Minnesota; New York University School of Education; State Teacher's College, Missouri; Mississippi State College for Women; and the Department of Vocational Education, Jackson, Mississippi. Of the 15 letters sent, record forms were received from only five of the institutions. Others stated that no forms were available since they preferred to use observation and personal conference methods. Another stated that although they were keenly aware of the many problems met by student teachers, they had no

2/ See Appendix B

3/ See Appendix C

4/ See Appendix D

check lists or questionnaires that could be used. However, a small study was made of difficulties encountered by home economics student teachers at the University of Minnesota. The problem was to discover through observation some of the student teacher difficulties. Observations of 30 student teachers were made. In 1940 one of the graduate students, who made this study, recorded complete running notes of the difficulties encountered by these 30 student teachers in 25 different situations. After the observation, the notes were reread and examined for the difficulties which were then classified under the following headings: I, Personal, appearance, speech, self-consciousness, etc.; II, Personal relationships; III, Methods; IV, Subject matter; V, Philosophy; VI, Abilities and skills; VII, Attitudes; VIII, Equipment; IX, Planning; X, Student Needs; XI, Responsibility for participation. The 137 difficulties recorded under these general headings occurred 704 times, some being experienced by as many as 25 student teachers, and some being experienced by less than five student teachers. This study is not published but is in typed form only.

Personal interviews concerning student teacher evaluation forms and devices ^{5/} were also held with the following Colorado State College faculty members:

^{5/} See Appendix B

William H. McCreary, Assistant Professor of Vocational Education and Guidance; Catherine Northrup, Assistant Professor of Vocational Education and Guidance and Assistant Director of Student Personnel; Mary V. Holman, visiting faculty member and Director of Guidance, Public Schools, Orange, New Jersey. Similar interviews were held with Edith Harwood, Montana State Supervisor of Homemaking Education; Helen Gleason, Head of Department of Home Economics, Montana State University; Agnes Brady, Itinerant Teacher Supervisor; and W. W. Ames, Department of Education, Montana State University.

For additional information, an evaluation record of the qualities of the 10 student teachers was designed and used by the writer, who is the student teacher supervisor at Missoula County High School. A series of personal conferences was also held with the individual student teachers for the purpose of considering the problems which they encountered during the student teaching period. Frequently the student teachers came to discuss some unexpected problems that had occurred in the classroom. All of the student teachers recognized the need for help in adjustment problems.

On the basis of the data gathered and tabulated from the above-mentioned sources, case histories of 10 student teachers were compiled for this study by the writer.

Chapter IV

ANALYSIS OF DATA

To study the kinds of adjustment problems that some student teachers meet in everyday classroom, school, and social experiences, case histories of 10 student teachers in homemaking in a typical high school setting have been prepared. The data needed for the case histories were obtained from the following Montana State University records and files:

1. Student Health Service
2. Office of the Dean of Women
3. Home Economics Department
4. Registrar's Office

Data were also obtained from results of the Bell Adjustment Inventory that was administered to each student teacher. Observation ratings of personal qualities of student teachers, as well as results from personal interviews with the student teachers, were recorded by the student teacher supervisor.

Case A

Personal data.--Miss A who is about five feet six inches tall and weighs 124 pounds was born in Missoula, Montana, in December, 1922. She had several

diseases peculiar to childhood such as measles, mumps, chicken pox, and tonsillitis, but has been left with little after-effect. Her university health record revealed that although she was well developed, she was handicapped to a certain extent because of eight stiff vertebrae. Her record also revealed a tendency toward fright, discouragement, and alternate feelings of joy and sadness.

Family and home background.--At the time this study was made, Miss A's father was 64 years old and her mother, 55 years old. In this family of German and Irish heritage there were four other children. Miss A's personality was enriched by having had home experience in assuming such responsibilities as the buying, preparing, and serving of food to thrashing crews. Since childhood she helped with gardening. She made her own clothes, as well as clothes for other members of her family and assumed such tasks as the selection of wall paper and papering two rooms of the family home. All this extra work provided additional advantages. Miss A's whole manner of living had been wholesome and simple.

Academic record.--At the age of 18, Miss A entered the university to major in home economics, her minor fields being chemistry and Latin. Results from the American Council on Education Psychological Examination indicated a percentile rank of 51. Her scholastic

grade point average for her undergraduate study was approximately 1.36.

Extra-curricular activities.--Part of Miss A's high school experience was at an academy. Later she entered the Missoula County High School, where she was vice-president of the junior and senior classes, basketball captain for two years, a member of the Photography Club, secretary of the Press Club, vice-president of the student body, and feature editor of the school paper. She was elected Christmas queen during her senior year and received the American Legion Citizenship medal.

During her university career she pursued her activities as manager of the Student Cooperative, vice-president of the Home Economics Club, a member of the Education Club, and a member of the Women's Athletic Association. She was student assistant in the foods laboratory at the university. Miss A also found time to devote to the Red Cross as well as to the various drives concerning the war. Her deliberate choice of recreation was collecting historical objects and clippings particularly concerning Montana.

As a 4H Club member for 12 years she had the opportunity of attending the state convention, the International Exposition, and the national convention in Chicago, taking advantage during these times of the opportunity to visit places of cultural and educational interest.

Emotional adjustment problems during student teaching.--Miss A's rating on the Bell Adjustment Inventory indicated excellent health and occupational adjustment, and average home, emotional, and social adjustment. The sum total of adjustment findings indicated an average rating. Further results of personal qualities, as observed and rated by the student teacher supervisor, indicated her to be far above average in such qualities as honor, punctuality, cooperation, neatness, refinement, considerateness, dependability, disposition, personal appearance, tact, adaptability, industry, and progressiveness. She was, however, average in physical vitality, self control, enthusiasm, tolerance, initiative, good judgment, and expressiveness, rating slightly below average in courage. She was a conscientious worker and applied herself diligently at all times. Her attitude and reaction to suggestions and guidance in teaching were fine in every way. Her standards were high and her work very creditable in every respect. She possessed a quiet and gracious manner which is a worthy characteristic.

Faculty relationship problems.--In conference with Miss A, and from observations by the student teacher supervisor, it was brought out more clearly that she felt insecure in the following adjustment problems: complying with all school policies when she felt that she did not take a voice in school matters at faculty

meetings and was not conversant with the policies and details preceding such meetings; accepting responsibilities and management of the department as well as accepting student teaching as a real challenge; feeling secure with the faculty and at ease when working with her superiors, realizing that a student teacher is more or less accepted only on a temporary or apprenticeship basis.

Classroom adjustment problems.--Her difficulties in the classroom as recorded from observations of her student teaching and from personal interviews were in being human, yet maintaining a professional attitude in her teaching; avoiding loss of confidence and respect of her pupils; maintaining poise and a sense of security before a group of pupils; adjusting learning activity to experience, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils; analyzing the cause and avoiding the occurrence of discipline problems and at the same time knowing how to use corrective disciplinary measures; knowing the background of her pupils and having them realize the importance and privilege of being in school during the war.

Other problems that needed to be considered were: inability to feel secure in answering pupils' questions and at the same time realizing that the pupils knew that she was in the process of learning how to teach; knowing how to guide adolescent pupils intelli-

gently; maintaining alertness to the individual needs of the pupils; and adopting a reasonable standard of relationships with pupils in and outside the classroom, which would earn both their confidence and respect.

Social adjustment problems during student teaching.---Problems of a social nature as recorded during personal conference with Miss A were: overcoming the difficulty of establishing rapport with parents while making home visits; having initiative and a feeling of security in social undertakings; overcoming uncertainty in making decisions; and finding time for recreation and personal living during the student teaching period.

Miss A showed definite improvement toward the end of her teaching period in the following adjustment problems: development of more confidence in herself thereby feeling more secure in her decisions and gaining confidence and respect from her pupils; realizing that by keeping the pupils interested and busy, discipline problems were nil; and adequate preparation of lessons and a better knowledge of the background of the pupils which gave her more security in answering the pupils' questions. It was still difficult for her to adjust learning activities to the abilities and needs of the pupils.

Gradually Miss A accepted the management of the department with less fear. She realized also that

not too much could be done in taking voice at faculty meetings but she managed to adapt her learning to the necessary administrative duties required of her.

Experience made it less difficult for her to meet the parents in their homes. However, she still withdrew from taking the initiative and kept in the background, being uncertain in social undertakings. Time for recreation and personal living was inadequate. Worry about work that was missed during the student teaching period was a problem of considerable concern. She was appreciative of encouragement and comments of enthusiastic approval which brought added inspiration to her development and progress.

Case B

Personal data.--Mrs. B who is about five feet three inches tall and weighs 120 pounds was born in Missoula, Montana, in December, 1920. Early history of childhood revealed that she had such diseases as measles, mumps, whooping cough, and scarlet fever. Her university health record revealed that she was well developed and that her general health was good. Her record also indicated symptoms of nervousness, excitability, and worry over possible misfortunes. Mrs. B was married at the close of her junior year while at the university. Her husband, after a short furlough, returned to military service, and Mrs. B resumed her studies at the university.

Family and home background.--At the time this study was made, Mrs. B's father was 62 years old and her mother was 58 years old. In this family of German heritage there were three other children. Mrs. B was always willing to take her share of the home responsibilities, such as the care of the home, meal planning, budgeting, buying of food, and food preservation for the family. She enjoyed planning dinner parties. She also had experience in caring for the sick, both adults and children. She had made most of her own clothing as well as clothing for children. Since Mr. B returned to military service, Mrs. B continued to live with her own family. Her home was simple, nicely furnished, and adequately equipped.

Academic record.--Upon entrance to the university Mrs. B selected home economics as her major field of study and chemistry and fine arts for her minor fields. Results from the American Council on Education Psychological Examination indicated a percentile rank of 79. Her scholastic grade point average upon completion of her university work was 1.31.

Extra-curricular activities.--During her high school career Mrs. B was library assistant for one year; a member of the Home Economics Club, the Girls Athletic Association, and the Girls Club. She was also secretary for the home room.

While at the university she resumed her activities as a member of the Education Club and president of the Home Economics Club. During her senior year Mrs. B taught, for reimbursement, seventh and eighth grade home economics one day a week at Bonner, Montana, a suburb of Missoula. She also worked part-time at Woolworth's Five and Ten Cent Store in Missoula, a contact which provided experiences in meeting and serving the public. Mrs. B was awarded a Red Cross instructor's certificate and badge. She swam in the Northwest Telegraphic Meet, worked for the Red Cross, and devoted some of her time to various drives concerning the war.

Mrs. B had been a 4H club member, completing projects in clothing selection and construction, food preparation and preservation, and room improvement. She also learned to knit and crochet, which she did for recreation. She enjoyed community concerts, recitals, plays, and art exhibits.

Emotional adjustment problems during student teaching.--Mrs. B's rating on the Bell Adjustment Inventory indicated excellent home adjustment, good emotional and occupational adjustment, average health adjustment, and very aggressive social adjustment. The sum total of adjustment findings indicated a rating of excellent. Further results of rating of personal qualities, as observed and rated by the student teacher supervisor, indicated her to be excellent in honor and adaptability.

A rating of good was indicated for the following: personal appearance, physical vitality, self control, courage, refinement, enthusiasm, dependability, tact, cooperation, initiative, industry, considerateness, good judgment, expressiveness, and progressiveness. She was rated as average in neatness, tolerance, disposition, and punctuality. Her reaction to suggestions and guidance in teaching was excellent. She possessed a cheerful, excitable attitude, was wholesome and likeable in her way, and had a gentle way about her that gave one the more "at home" feeling when in her presence. Mrs. B always displayed a friendly attitude toward the pupils; however, at times she possibly became too familiar in the classroom and pupils tended to take advantage of this by calling Mrs. B by her first name in the classroom.

Faculty relationship problems.--In conference with Mrs. B and from observations by the student teacher supervisor, it was brought out more clearly that she felt insecure in the following adjustment problems: accepting with fear, though it did not appear too obvious because of her excitable nature, responsibilities and management of the department and student teaching as a real challenge; complying with all school policies when she realized that she did not take a voice in school matters at faculty meetings and was not conversant with the policies and details preceding each meeting; and knowing how much to do or not to do in a teachers' group.

Classroom adjustment problems.--As recorded from observations and from frequent personal interviews, her difficulties in the classroom were those of being human and at the same time maintaining a professional attitude; adjusting learning activity to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils; analyzing the cause and avoiding the occurrence of discipline problems as well as knowing how to use corrective disciplinary measures; knowing more of the background of the pupils, and having them realize the importance and privilege of being in school during the war.

Other problems that required consideration were becoming too familiar with the pupils and adopting a reasonable standard of relationships with them in and outside the classroom, as well as how much to confide personal affairs to them. It was difficult for Mrs. B to be sure of herself in guiding the adolescent pupils intelligently, since she herself seemed so much like one of them. Oftentimes, because of the freedom of familiarity, pupils took advantage in "putting it over" on the student teacher, thinking that they would get by because she was so much like one of them. Maintaining alertness to the individual needs of the pupils was another problem.

Social adjustment problems during student teaching.--Problems of a social nature as recorded

during personal conferences with Mrs. B were: overcoming uncertainty in making decisions; becoming a part of the community during her student teaching period, since she returned daily to her own home in the suburb; and finding sufficient time for recreation and personal living during her student teaching period. Work that had to be missed at the university during this time was a big problem. It was recorded that she had difficulty in overcoming self-consciousness and developing self-confidence when in a group.

Mrs. B showed gradual improvement during her student teaching period in the following adjustment problems: with experience she developed more self-confidence, realizing that her status as a teacher required a certain professional attitude; she became more secure in making decisions and gaining confidence and respect from her pupils; she noticed that when the pupils were kept interested and busy, no discipline problems arose. As she worked with the pupils she became interested in their background and noticed that pupils were different and that learning activities needed to be adjusted to their needs, interests, and abilities. With the unrest and atmosphere of war in the world she found it difficult to make the pupils realize the importance and privilege of being in school while brothers, sisters, other relatives, and friends were seemingly taking a more active part. Although

some improvement was made in adopting a reasonable standard of familiarity with the pupils, she still found it difficult to keep from confiding her personal affairs to them, which in turn made it hard for her to know just how to guide the adolescent intelligently. She did, however, by being more firm, establish a technique whereby the pupils soon realized that they could not "put it over" on her. There was gradual improvement in the management of the department, and responsibilities naturally became a part of each day. She realized, too, that as a student teacher not too much could be done in taking voice at faculty meetings, when her stay in the school was for only a three-week period. However, she managed, with assistance, to adapt her learning to the necessary administrative duties required of her. Mrs. B realized the need for more help in evaluating herself in various situations. With added experience she became more certain in making decisions. Since the daily teaching load and preparation for daily teaching, plus other teaching responsibilities, were so numerous and required a great deal of time, it was evident that little time was left for recreations and personal living. The added worry of university make-up work after the student teaching period remained a problem of concern.

Mrs. B appreciated guidance which led to her development and progress. Praise and commendation for

responsibilities well done stimulated a desire to carry on. She was always thankful for kindnesses shown her, and interest expressed in the war duties administered by Mr. B.

Case C

Personal data.--Mrs. C who is about five feet three inches tall and weighs 110 pounds was born in Missoula, Montana, in July, 1916. She had the following diseases during her childhood: scarlet fever, measles, mumps, chicken pox, whooping cough, influenza, tonsillitis, and kidney trouble. Her university health record revealed symptoms of nervousness, fright, and worry over possible misfortunes that rarely came to pass. She was physically able to take regular gymnasium work and to participate in sports, which she thoroughly enjoyed. Mr. C at this time was an instructor for the Army Air Forces stationed at the university. Mr. and Mrs. C maintained living quarters within walking distance of the university.

Family and home background.--At the time this study was made, Mrs. C's father, a practicing physician, was 49 years old and her mother was the same age. In this family of American heritage there was one other child, a brother. Mrs. C's experiences, especially during her married life, had been those of assuming the role of wife and homemaker as well as student. Being a

homemaker, she was responsible for the management of the home and finances, which became a management of partnership. Considerable thought was given to such responsibilities as meal planning, budgeting, preparation of food, and food preservation, as well as recreation for the family and the care and upkeep of the home. Mr. and Mrs. C both enjoyed gardening as a hobby and spent part of their leisure time working in their victory garden. Mrs. C had had a great deal of sewing experience, sewing for herself and others as well as for the home. Records did not reveal the date of her marriage nor what had been done before her return to the university to complete her degree.

Academic record.--Upon entrance to the university, Mrs. C selected home economics for her major field of study and chemistry and Spanish for her minor fields. Results from the American Council on Education Psychological Examination indicated a percentile rank of 32.9. Her scholastic grade point average upon completion of her university work was 1.67.

Extra-curricular activities.--During her high school progress, Mrs. C was library assistant for three years; a member of the Glee Club, the Home Economics Club, and the Girls Athletic Association; on the membership and finance committee for the Girls Club; home room secretary; and French Club secretary.

While at the university she pursued her activities as a member of the Home Economics Club, a member and counselor for Masquers, and Education Club secretary. She earned most of her university expenses by working part-time as a telephone operator for four years and at the university switch board for one year. During the holidays she worked at Woolworth's. Because of this experience, she got along with her co-workers and learned to deal with the public tactfully. She also found time to devote to the Red Cross as well as to the various drives concerning the war. Mrs. C enjoyed community concerts, recitals, plays, and art exhibits.

Emotional adjustment problems during student teaching.--Mrs. C's rating on the Bell Adjustment Inventory indicated excellent occupational adjustment, good home and health adjustment, and average emotional and social adjustment. The sum total of adjustment findings indicated an average rating. Further results of rating of personal qualities as observed and rated by the student teacher supervisor indicated her to be excellent in personal appearance, honor, refinement, dependability, cooperation, industry, considerateness, good judgment, and progressiveness. She rated good in physical vitality, self control, disposition, punctuality, neatness, adaptability, tact, initiative, and expressiveness, and rated average in courage, enthusiasm, and tolerance. Her reaction to suggestions and guidance to teaching was

excellent. She was timid, reserved, quiet in her manner, and suppressed her emotions rather than confiding in someone. Mrs. C always displayed a friendly attitude toward the pupils and in return was well-liked and respected by them.

Faculty relationship problems.--In conference with Mrs. C, and from observations by the student teacher supervisor, it was brought out more clearly that she felt insecure in the following adjustment problems: accepting (with fear) responsibilities and management of the department and accepting student teaching as a real challenge; feeling secure with the faculty when she realized that she was accepted only on a temporary or apprenticeship basis; being able to evaluate herself in various situations; and feeling at ease when working with her superiors.

Classroom adjustment problems.--As recorded from observations and from personal interviews, her difficulties in the classroom were those of maintaining poise and a sense of security before the group when teaching; adjusting learning activities to experience, interests, and needs of pupils, thereby recognizing the individual differences of pupils; analyzing the cause to avoid the occurrence of discipline problems, and knowing how to use corrective disciplinary measures; avoiding the loss of confidence and respect of the pupils; and knowing more of the background of the pupils.

Other problems that needed to be considered were: inability to feel secure in answering pupils' questions and at the same time realize that the pupils knew that she was in the process of learning how to teach; knowing how to guide adolescent pupils intelligently; avoiding problems of pupils' "putting it over" on the student teacher; encouraging and getting the cooperation of pupils at all times; and maintaining alertness to the individual needs of the pupils.

Social adjustment problems during student teaching.--Problems of a social nature as recorded during personal conference with Mrs. C were: overcoming the difficulty of establishing rapport with parents while making home visits; having initiative and a feeling of security in social undertakings; accepting and taking part in the social life of the community because of insufficient time; overcoming uncertainty in making decisions; and finding time for recreation and personal living during her student teaching period.

Mrs. C did not progress rapidly, but her willingness and determined effort to get ahead were noticeable to the extent that she showed decided improvement in the following adjustment problems toward the end of her teaching period. She gradually accepted responsibilities more readily and without fear and realized that student teaching was a real challenge. She also accepted with more ease work with her superiors.

Although it was still difficult for her to evaluate herself in various situations, she did feel more secure in her teaching. On the other hand, she became aware of the adolescent pupils' individual differences and the need for a better understanding of their background. She discovered that when she kept the pupils busy, discipline problems and the pupils' desire to "put it over" on the teacher were nil, and at the same time she gained their confidence and respect.

She overcame, through more intensive study and preparation, the feeling of insecurity when answering the pupils' questions; however, she was still doubtful as to her capability in guiding the adolescent intelligently. Added to these improvements was the better understanding of the pupils' backgrounds and ease in meeting parents gained through contacts made with parents during home visitations.

Gradually Mrs. C began to feel more secure in social undertakings and as she developed more confidence in herself, she began to show more initiative and ability in making decisions. Her attitude was one of sincere interest and cooperation. Yet a tension of worry persisted over university work in classes that had to be omitted because of the student teaching period. Responsibilities of the home required additional time. She graciously accepted encouragement and commendation since it did result in an increased feeling of value

through the recognition that she had been playing an important part in her various roles.

Case D

Personal data.--Miss D who is five feet seven inches tall and weighs 125 pounds was born in Livingston, Montana, in August, 1922. She had several childhood diseases such as mumps, measles, and whooping cough, but had no serious after-effect. Her university health record revealed that she was well developed and her general health was recorded as being good. Her record also revealed that she was easily frightened.

Family and home background.--At the time this study was made, Miss D's father was 60 years old, and her mother was 54 years old. In this family of American heritage there were two other children. Miss D was always willing to take her share of the home responsibilities such as food preservation, meal planning, and preparation of meals for the family. For two summers during her mother's absence, she had complete charge of the home, acting as manager and assuming full responsibility. She had made her own clothes for the past eight years, exhibiting pride in her accomplishments.

Academic record.--Upon entering the university she elected home economics for her major field, while chemistry and Spanish were her minor fields of study. Results from the American Council on Education Psycholo-

gical Examination indicated a percentile rank of 76. Her scholastic grade point average upon completion of her university work was 1.57.

Extra-curricular activities.--During the four years of her high school career Miss D played in the school orchestra. She worked on the school paper, was a member of the Girls Athletic Association, the Home Economics Club, and was home room secretary.

While at the university Miss D continued her interest in music by being a member of the mixed chorus for a year and a half. She also played a part in the operetta, The Vagabond King, a university stage production. Baton twirling was another of her accomplishments. She was a member of the Home Economics Club, the Education Club, and held such offices as social chairman, treasurer, and member of the Senior Board of Alpha Chi Omega. During her senior year she was a counselor. Miss D was a sociable, congenial, and well-liked individual who was accepted by any social group. She had many friends and was ever ready to lend a helping hand wherever it was needed. She enjoyed concerts, recitals, and art exhibits, but her favorite hobby consisted of collecting interesting miniature bells from various countries. Her diversions were of a simple but cultural nature. During her senior year she taught, for reimbursement, seventh and eighth grade home economics one day a week at Bonner, Montana, a suburb of

Missoula. A different experience which carried with it a good deal of responsibility, and where she learned the art of meeting people graciously, was working for two summers as a doctor's receptionist.

Emotional adjustment problems during student teaching.--Miss D's rating on the Bell Adjustment Inventory indicated excellent home, emotional, and occupational adjustment, good health adjustment, and very aggressive in social adjustment. The sum total of adjustment findings indicated an excellent rating. Further results of personal qualities as observed and rated by the student teacher supervisor indicated her to be excellent in personal appearance, physical vitality, honor, refinement, neatness, punctuality, dependability, cooperation, adaptability, initiative, industry, and progressiveness. She was above average in courage, enthusiasm, disposition, tact, expressiveness, and good judgment, while rating only average in self control, tolerance, and considerateness, particularly in the classroom. However, her manner in receiving suggestions and guidance in teaching was excellent. An emotional disturbance which concerned her was that of becoming frightened easily. Miss D possessed a great deal of enthusiasm. She worked with diligence and persistence at times, becoming irritated because of the slowness with which pupils responded and unknowingly became curt and sharp in her replies. She maintained

high standards and due to her untiring efforts, her work was always commendable.

Faculty relationship problems.--In conference with Miss D, and from observations by the student teacher supervisor, it was brought out more clearly that she felt a sense of insecurity in complying with all school policies when she realized that she did not have a voice in school matters at faculty meetings and was not conversant with the policies and details preceding such meetings; knowing how much to do or not to do in a teachers' group; and evaluating herself in various situations.

Classroom adjustment problems.--Her difficulties in the classroom as recorded from observations of her student teaching and from personal interviews were in adjusting learning activity to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils; avoiding the loss of confidence and respect of her pupils; analyzing the cause and avoiding the occurrence of discipline problems and knowing how to use corrective disciplinary measures; and knowing the background of her pupils having them realize the importance and privilege of being in school during war time.

Other problems that needed to be considered were: the art of keeping calm in an emergency and recognizing personal peculiarities of pupils; guiding

adolescent pupils intelligently; encouraging and getting the cooperation of pupils at all times; and developing a tolerance for the individual personality of the pupils.

Social adjustment problems during student teaching.--Problems of a social nature as recorded during personal conferences with Miss D were overcoming the difficulty of establishing rapport with parents while making home visits; finding time for recreation and personal living during her student teaching period; and overcoming hesitancy and uncertainty in making final decisions.

She displayed untiring efforts in her desire to get ahead, showing definite improvement in her contacts with parents; being more confident in making decisions; exhibiting more tolerance and patience, thereby gaining better cooperation of the pupils. It was to her advantage when she recognized that pupils were different in their needs and capacities for learning, yet it still remained a problem for her to know just how to guide them intelligently, since she did not have a complete picture of their background.

Consideration was given and adaptation made to the necessary administrative duties required of her. Experience in the two schools gave her confidence in evaluation and comparison of her responsibilities in the different school situations. It became more

apparent that what she did in a small faculty group she did not have the opportunity of assuming in a larger group. In the one she had shown more initiative and independence.

Her determination and the will to accomplish her goals were her outstanding characteristics. She had ideas of her own and was ever ready to try them out, as well as to carry them through to successful completion. To the outsider there had never seemed to be an indication of fright on Miss D's part. Fortunately she showed signs of relief and pleasure in her steadying qualities. There seemed to be a complete change in countenance revealing that she was appreciative and thankful for the commendation and encouragement which stimulated her potentialities to further development and progress.

Case E

Personal data.--Mrs. E who is about five feet one inch tall and weighs $94\frac{1}{2}$ pounds was born in Red Lodge, Montana, in June, 1921. She had such diseases as measles, mumps, chicken pox, whooping cough, and tonsillitis. Her university health record revealed that she was fairly healthy but undernourished. Her record also revealed a tendency toward moments of uncontrollable anger as well as alternate feelings of joy and sadness. However, during her student teaching period she was

working under conditions of pregnancy and was desirous of completing her bachelor's degree. Her husband, also attending the university at the time, was a student of pharmacy but was waiting to be inducted into military service. They maintained a one-room kitchenette apartment within walking distance of the university.

Family and home background.--At the time this study was made, Mrs. E's father was 59 years old and her mother was 57 years old. In this family of Bohemian heritage there were two other children. Mrs. E's experiences especially since her marriage had been those of assuming the role of wife and homemaker as well as a student. Her previous experiences in caring for a five-room home, planning, buying, and preparing food for the family, and other responsibilities of a home aided in her security of domesticity when she married. The managing of finances was more or less a new problem to her since it became a management of partnership, while her husband attended the university and worked part-time at a drug store.

Academic record.--She entered the university at an approximate age of 18 years, selecting home economics for her major field and chemistry and art for her minor fields of study. Results from the American Council on Education Psychological Examination, indicated a percentile rank of 58. Her scholastic grade point average upon completion of her university work was 1.20.

Extra-curricular activities.--While in high school Mrs. E was a member of the Home Economics Club, the Girls Club, and the Glee Club. She received a high school diploma in piano.

During her university career she was a member of the Home Economics Club, the Newman Club, the Art Club, and was vice-president of the Education Club. She assisted with the Arbor Day luncheon and played the part of "Meg" in Little Women, a university stage production. She had had experience in playing and singing over the radio. Travel was extended to visiting most of the central states. She enjoyed community concerts, recitals, stage productions, painting, basketball, and tennis.

Emotional adjustment problems during student teaching.--Mrs. E's rating on the Bell Adjustment Inventory indicated good health adjustment and average home, emotional, occupational, and social adjustment. The sum total of adjustment findings indicated an average rating. Further results of personal qualities as observed and rated by the student teacher supervisor indicated her to be above average in honor and considerateness, and average in such qualities as personal appearance, self control, courage, refinement, disposition, enthusiasm, neatness, punctuality, tact, cooperation, adaptability, initiative, industry, and progressiveness. She was, however, below average in physical vitality,

tolerance, dependability, and expressiveness, with average reactions to suggestions and guidance in teaching. She displayed little enthusiasm about her work, no doubt due to her physical condition. Periods of discouragement and lapses in effort were many, and yet they were to be expected. She displayed a friendly attitude toward the pupils. Although Mrs. E did not do an outstanding piece of work, she was admired and respected by her pupils.

Faculty relationship problems.--In conference with Mrs. E, and from observations by the student teacher supervisor, it was brought out more clearly that she felt insecure in the following adjustment problems: accepting (with fear) responsibilities and management of the department; complying with all school policies when she felt that she did not take a voice in school matters at faculty meetings and was not conversant with the policies and details preceding such meetings; understanding more clearly the importance of professional ethics; accepting constructive criticism more willingly; developing more interest in helping others; being more tolerant; and evaluating herself in various situations.

Classroom adjustment problems.--Her difficulties in the classroom, as recorded from observations of her student teaching and from personal interviews, were: inability to feel secure in answering pupils' questions

and at the same time realize that the pupils knew that she was in the process of learning how to teach; knowing how to guide adolescent pupils intelligently; keeping calm in an emergency and recognizing pupils' personal peculiarities; encouraging and getting cooperation of pupils at all times; knowing how much of her personal affairs to confide in pupils; and developing a tolerance for the personality of the pupils.

Other problems that needed to be considered were being human in her teaching and yet maintaining a professional attitude; maintaining poise and a sense of security before the group when teaching; adjusting learning activities to experience, interests, and needs of pupils, thereby recognizing the individual differences of pupils; analyzing the cause to avoid the occurrence of discipline problems, and knowing how to use corrective disciplinary measures; having pupils realize the importance and privilege of being in school during the war; knowing more of the background of the pupils; and being able to recognize the individual differences of the pupils.

Social adjustment problems during student teaching.--Problems of a social nature as recorded during personal conferences with Mrs. E were overcoming the difficulty of establishing rapport with parents while making home visits; having initiative and a feeling of security in social undertakings; accepting living

conditions happily and making the most of present circumstances; overcoming instability in making decisions; and overcoming self-consciousness especially when in a group.

Although progress was slow, improvement was noticeable toward the end of her teaching period in the following adjustment problems: she accepted responsibilities more readily and without fear; she realized that her physical condition was not entirely conducive to undertakings connected with teaching; she accepted constructive criticisms more willingly and showed a slight improvement in the interest of helping others and being more tolerant and understanding more clearly her position in various situations.

She overcame, through more concentrated study, the feeling of insecurity when answering the pupils' questions, though she was still doubtful as to her capability in guiding the adolescent intelligently. She was aware that at times what seemed to her to be an emergency was only a situation which may have been related to the individual pupils' peculiarities and should be treated with due tolerance. No longer did she confide her personal affairs to the pupils, realizing their immaturity and adolescence.

Consideration was given and some improvement was shown, yet at times it was difficult for her to maintain a professional attitude, poise, and a sense of

security before the class. Improvement was also made in adjusting learning activities to experiences, interests, and needs of pupils. She also began to realize that if pupils were kept interested and busy, discipline difficulties became nil. Better understanding of pupils' background and family was gained through contacts made with parents during home visitations.

Gradually Mrs. E began to feel more at ease with parents. She accepted living conditions more happily and was able to make the most of present circumstances. Self-consciousness, however, still prevailed, especially when she was in a group. This may have caused her lack of initiative, instability in making decisions, and insecurity in social undertakings.

She was appreciative of and thankful for the kindness and consideration which alleviated the factors that were producing an enervating weariness and fatigue which at times made concentration on work impossible.

Case F

Personal data.--Miss F who is about five feet three inches tall and weighs 105 pounds was born in Missoula, Montana, in September, 1922. Early history of childhood revealed that she had such diseases as mumps, measles, whooping cough, and tonsillitis. Her university health record indicated that she was well developed and that her general health was good. Her

record also indicated a tendency to worry over possible misfortunes that rarely came to pass, and she was easily discouraged. She possessed a quiet and reserved manner.

Family and home background.--At the time this study was made, Miss F's father, a physician retired because of ill health, was 62 years old, and her mother was 58 years old. In this family of American heritage there was one other child. Miss F's home experience resulted in taking complete charge of the home for her father and brother for a short time. Other times she assisted with the family marketing, food preparation, and general care of the home. Every year she assisted with the food preservation for the family. She also planned the menus, took charge of the marketing, and prepared the food for five girls for one week at a summer cottage. Her record indicated that she selected some of her clothing and made most of her own dresses. Miss F was closely tied to her home. Her father never wanted her to leave home. To break away from home would have been an unkind act from the father's viewpoint, yet Miss F was unhappy not to be given these opportunities. After her graduation from the university she secured a teaching position in her home town. However, after one year of teaching she was disinterested, and the urge to go some place prevailed. She resigned her position and planned to secure work in another town. Miss F's manner of living was simple but strict.

Academic record.--At the age of 18 Miss F entered the university to major in home economics, her minor fields being chemistry, mathematics, and French. Results from the American Council on Education Psychological Examination indicated a percentile rank of 66. Her scholastic grade point average upon completion of her university work was 1.41.

Extra-curricular activities.--During her career at Missoula County High School she was president of the Camp Fire Girls; junior counselor at Camp Fire Summer Camp; manager for the high school paper annual staff; Press Club president, member of Quill and Scroll, Thespians, French Club, and the National Honor Society. She was chairman of the costume committee for two plays.

While at the university she resumed her activities as a member of the Home Economics Club, Education Club, orchestra and band, and Delta Gamma; counselor of Women's Athletic Association; and social chairman and rush captain for her sorority. Miss F worked part-time as a clerk for one year at the Missoula Mercantile Company. She also worked for Montgomery Ward in the merchandise office during her vacation season. She took care of children for remuneration. Miss F enjoyed community concerts, recitals, and plays. She attended the World's Fair in San Francisco. She enjoyed music and literature and devoted some of her time to war work in contributing to drives and working

for the Red Cross.

Emotional adjustment problems during student teaching.--Miss F's rating on the Bell Adjustment Inventory indicated very aggressive in social adjustment; good in health, emotional, and occupational adjustment; and average in home adjustment. The sum total of adjustment findings indicated a good rating. Further results of personal qualities as observed and rated by the student teacher supervisor indicated her to be excellent in personal appearance, punctuality, dependability, and cooperation. A rating of good was indicated for the following: self control, honor, refinement, disposition, enthusiasm, neatness, tolerance, tact, adaptability, initiative, industry, considerateness, good judgment, and progressiveness. She was rated as average in physical vitality, courage, and expressiveness. Her reaction to suggestions and guidance in teaching was excellent, although Miss F was not vivacious but somewhat timid in taking the lead.

Faculty relationship problems.--In conference with Miss F and from observations by the student teacher supervisor, it was revealed that insecurity was felt in the following problems: accepting responsibilities and management of the department. She didn't begin to realize that student teaching was a real challenge until she began to assume the majority of the teaching responsibilities. Naturally she felt a sense of

insecurity in complying with all school policies since she did not take a voice at faculty meetings. A feeling of unease in working with her superiors was also present. How to evaluate herself in various situations presented another problem.

Classroom adjustment problems.--As recorded from observations and frequent personal interviews her difficulties in the classroom were those of maintaining poise and a sense of security before a group of pupils; adjusting learning activity to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils; analyzing the cause and avoiding the occurrence of discipline problems as well as knowing how to use corrective disciplinary measures; understanding the individual pupil as being part of the group and having certain capacities for learning, interpreting college subject matter on a high school level and maintaining continued interest of the group; and knowing more of the background of the pupils.

Other problems that required consideration were those of feeling secure in answering the questions of pupils when the pupils knew that Miss F was in the process of learning how to teach. It seemed very difficult for Miss F to feel secure in guiding the adolescent pupils intelligently since she herself looked and seemed immature and more like a high school pupil than a university senior. It was a question to her as to how one

should adapt a reasonable standard of relationship with the pupils in and outside the classroom. She wondered how she could encourage and get cooperation of the pupils at all times, and at the same time maintain alertness to the individual needs of the pupils.

Social adjustment problems during student teaching.--Problems of a social nature as recorded during personal conferences with Miss F were overcoming self-consciousness and uncertainty in making decisions and developing initiative and security in social undertakings. Finding sufficient time for recreation and personal living during her student teaching period was a problem of concern. The problem of work that had to be missed at the university during this time caused worry and concern.

In her quiet manner Miss F gradually began to show improvement in assuming the responsibilities of the department. As she became familiar with the school routine she was able to perform such administrative duties as were required of her. The school day, though a busy one, soon became a part of her. It was evident that she was making progress. Through study, guidance, and better preparation for class work she was capable of answering the pupils' questions more intelligently, at the same time feeling a sense of security in her teaching. With added experience she developed more initiative in the tasks she undertook in the school room and

socially. She began to understand the reason for knowing her place in the classroom and not becoming too familiar with the pupils. She gained their respect and cooperation when they realized that her responsibilities were those of a teacher and not a pupil.

Since the teaching responsibilities and class preparation, plus extra duties, required a great deal of time, it was evident that little time was left for recreation and personal living. The added worry of university work remained a problem of concern, which no doubt could have been alleviated had the schedule of university credit hours been less. Toward the end of the three-week student teaching period Miss F showed a marked gain in sustained application, definite growth in self-confidence, and every evidence of improvement in her responsibilities.

Miss F expressed a definite gratitude and appreciation for the guidance and help she received. Commendation for responsibilities well done was an added lift to her inspiration and the desire to maintain her goals.

Case G

Personal data.--Miss G who is about five feet three inches tall weighs 107 pounds and was born in Lethbridge, Alberta, Canada, in July, 1921. She had such diseases as measles, whooping cough, and tonsillitis.

During her university career she developed skin trouble and eye trouble. Her university health record indicated that her general physical condition was good. She showed a tendency to keep in the background on social occasions and found it difficult to stop laughing once she got started.

Family and home background.--At the time this study was made Miss G's father was 60 years old and her mother was 56 years old. In this family of English heritage Miss G was the only child. She had a liking and special interest for her home. During her mother's frequent absences she assumed full responsibility of management and care of the home, meal planning, marketing of food, and preparation of meals. She was also responsible for the food preservation for the family. For 10 years she had made her own clothes and had a feeling of pride in her accomplishments. She lived in Canada from 1929-39 and had always lived in a town or city.

Academic record.--Upon entrance to the university she elected the study of home economics as her major field, while chemistry, Latin, and music were her minor fields of study. Results from the American Council on Education Psychological Examination indicated a percentile rank of 76. Her scholastic grade point average upon completion of her university work indicated an average of 2.18.

Extra-curricular activities.--Miss G attended high school at Champion, Alberta, Canada. Activities recorded while in high school were playing in the high school orchestra and singing in the chorus. She played the piano for church and Sunday School and taught a Sunday School Bible class.

While at the university Miss G was a member of the Home Economics Club, the Education Club, and the Methodist Student Group. She played with the University Concert Orchestra for three quarters. She did not make friends easily, possibly because of her peculiar make-up in which she tried to accentuate her black eyebrows to the extent that it gave her the appearance of a Chinese. With her straight black hair, worn page boy fashion, and a dark olive complexion she was recognized as being different from her campus associates. She lived at the girls' dormitory during her university career. Miss G belonged to the Book-of-the-Month Club and had traveled from the state of Washington to Ohio, through the southern states, and Saskatchewan, Canada. She enjoyed music, attended concerts and recitals and played the piano and viola.

Emotional adjustment problems during student teaching.--Miss G's rating on the Bell Adjustment Inventory indicated excellent home, health, and emotional adjustment and average occupational and social adjustment. The sum total of adjustment findings indicated a

good rating. Further results of personal qualities as observed and rated by the student teacher supervisor showed excellent in personal appearance, physical vitality, enthusiasm, neatness, cooperation, adaptability, initiative, industry, and progressiveness. She was above average in such qualities as self control, courage, honor, refinement, tolerance, punctuality, dependability, tact, considerateness, good judgment, and expressiveness. An average rating was shown for her disposition. However, no qualities were rated below average. Her manner in accepting guidance and suggestions in her teaching was excellent. Miss G worked with persistence and diligent effort. Her standards were commendable in all respects.

Faculty relationship problems.--In conference with Miss G and from observations by the student teacher supervisor, it was revealed that she felt insecure with the faculty, realizing that she was accepted on a temporary or apprenticeship basis. Partially, and possibly because of this, she felt insecure in accepting the responsibilities and management of the department, at first not realizing that student teaching was a real challenge. It seemed difficult for her to evaluate herself in the various situations. The meaning of professional ethics she found difficult to interpret.

Classroom adjustment problems.--Her difficulties in the classroom as recorded from observations of

her student teaching and from personal interviews were analyzing the cause and avoiding the occurrence of discipline problems and knowing how to use measures to correct such problems; understanding the individual pupil as being a part of the group and having certain capacities for learning; providing for and encouraging wholesome attitudes among pupils and having them realize the importance and privilege of being in school during the war; and interpreting university subject matter on a high school level, at the same time maintaining continued interest of the group.

Other problems that required consideration were the feeling of insecurity in answering the questions of pupils; avoiding too much familiarity with pupils in and outside the classroom, though because she was different the pupils were eager and inquisitive; guiding the adolescent intelligently and developing a tolerance for the personality of the pupils; and maintaining alertness to the individual needs of the pupils.

Social adjustment problems during student teaching. --Problems of a social nature as recorded during personal conferences and from observations were overcoming difficulty in establishing rapport with parents; developing initiative and security in social undertakings; accepting and taking part in the social life of the community; overcoming uncertainty in making decisions; conforming to standards of dress and conduct

in the community; being self-conscious when in a group; and finding sufficient time for recreation and personal living during the student teaching period.

Miss G was desirous of getting ahead. She showed definite improvement after making her adjustment more natural to the pupils and they in turn to her. At first her oddity in make-up was a point of wonderment to them although they had been previously informed whom the next student teacher would be. Miss G, however, realized this but prided herself in being different.

Some of her difficulties may have been as a result of this reaction by the pupils until they became more accustomed to Miss G's appearance. Improvement was slow but evident, and difficulties became less with added experience and understanding. Security in herself through better preparation of lessons gave her confidence in answering the pupils' inquiries. Understanding the pupils and their capacities for learning gave her a better clue as to how much to expect of them, and not to assume that they already knew because their experiences had not supplied them with sufficient background to be able to give answers to numerous questions. Here, too, Miss G became aware that adolescent pupils needed more interpretation and guidance in their work. Yet she felt insecure in guiding them intelligently, particularly because of war and unrest, at the same time not knowing just how her guidance would be accepted or

interpreted by the adolescent.

It was to her advantage when she realized that when she kept the pupils busy, discipline problems became nil. She realized and understood the faculty situation and was able to assume the administrative responsibilities assigned to her. With added experience she showed improvement in making decisions of her own. She exhibited self-control in her teaching. However, outside the classroom when she became amused and displayed emotions of laughter it became difficult for her to stop, almost reaching the point of hysteria. University work remained a problem of concern.

Her determination and the will to accomplish her goals were her outstanding characteristics and qualities which contributed to her development and success. Her attitude and quality of work during her student teaching were commendable, maintaining a high level of achievement. She appreciated encouragement which stimulated her potentialities to further development and progress.

Case H

Personal data.--Miss H who is four feet ten inches tall and weighs 94 pounds was born in Missoula, Montana, in August, 1923. She had a twin brother who was almost six feet tall. Early history of childhood revealed that she had such diseases as measles, mumps,

chicken pox, whooping cough, scarlet fever, and influenza, but had been left with little after effect. Her university health record also indicated that her health was generally good but that she was subject to moments of uncontrollable anger and feelings that alternated between joy and sadness. Although Miss H was small in stature, this was no handicap because she managed to pursue her duties in a quick and quiet way.

Family and home background.--At the time this study was made Miss H's father was 43 years old and her mother was 39 years old. In this family of French and Irish heritage there was one other child, a boy, a twin of Miss H. Records did not reveal how long Mr. and Mrs. H had been separated. Mrs. H had established residence in California although she owned a home in Missoula. Miss H lived at the sorority house part of the time while she attended the university. Miss H's brother was in military service, stationed at a training center. During Mrs. H's frequent absences from home Miss H and a girl friend maintained the care and management of the home, assuming such responsibilities as meal planning, marketing, preparation of meals, and numerous other duties in the upkeep of the home. She had made most of her own clothes during the past eight years, and during her university career even made some of her mother's clothes. Miss H spent her summers on her grandmother's ranch where she assisted in the preparation of meals

during harvesting for a crew of 30 men. She also assisted with food preservation. Being well liked and having many friends, Miss H had been responsible for organizing and giving parties, teas, showers, and picnics. She was proud of her accomplishments. All such responsibilities provided additional advantages.

Academic record.--Upon entering the university Miss H elected home economics as her major field of study, while chemistry and Spanish were her minor fields of study. Results from the American Council on Educational Psychological Examination indicated a percentile rank of 72. Her scholastic grade point average upon completion of her university work was 1.63.

Extra-curricular activities.--Miss H attended Missoula County High School. During this time she was secretary of Quill and Scroll Journalism Honorary Society, and a member of Thespians, Dramatic Club, Pep Club, Activity Club, and the Girls Athletic Association. She was also advertising manager of the high school annual, president of home room, vice-president of Spanish Club, on the staff of the school paper, and a member of the National Honorary Society.

While at the university she pursued her interests in being a member of the following organizations: Delta Gamma, Women's Athletic Association, Masquers, Spur, Home Economics Club, Education Club, National Sophomore Women's Honorary, Aquamaids, Sluice

Box, Creative Writer's Club, Association of Women Students, Women's Swimming team, social director of her sorority, and staff member of the University Library Magazine. Miss H attended community concerts, recitals, and plays, a recreation she thoroughly enjoyed. Reading, however, was her special hobby. She traveled considerably. Miss H took care of children for remuneration on various evenings during the week. For other financial returns she was employed as a student assistant in the university library. She worked on a ranch during the summer vacations. However, during the war Miss H spent her summer vacation working in the office of Vegar Air Craft Company, Burbank, California. She also gave her time to various war drives, such as selling war savings stamps, scrap drives, working for the Red Cross, and wherever help was needed Miss H was always ready to offer her services.

Emotional adjustment problems during student teaching.--Miss H's rating on the Bell Adjustment Inventory indicated excellent home adjustment, good health, emotional, and occupational adjustment, and average for social adjustment. The sum total of adjustment findings indicated a rating of good. Further results of personal qualities as observed and rated by the student teacher supervisor indicated her to be excellent in self control, honor, refinement, enthusiasm, dependability, cooperation, industry, considerateness, and her

reaction to guidance and suggestions for teaching. She was above average in personal appearance, physical vitality, courage, disposition, neatness, tolerance, punctuality, tact, adaptability, initiative, good judgment, expressiveness, and progressiveness. It was interesting to note that Miss H did not rate average or below in any of the above qualities. Although Miss H was subject to sudden anger, which she overcame very quickly, she had not displayed any such reaction in the classroom. She often had moods of sudden joy and sadness, but these were never exhibited in the classroom, though through personal conference she revealed that she was subject to such emotions when at home. Such reactions had no disqualifying effect upon her teaching since her willingness to work was commendable in every respect.

Faculty relationship problems.--In conference with Miss H, and from observations by the student teacher supervisor, it was revealed that she felt insecure with the faculty, realizing that she was accepted on a temporary or apprenticeship basis, thereby being ill at ease at times when working with her superiors.

Classroom adjustment problems.--Her difficulties in the classroom as recorded from observations of her student teaching supervisor and from personal interviews were maintaining a professional attitude as well as poise and a sense of security before a group of

pupils; adjusting learning activities to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils; analyzing the cause and avoiding the occurrence of discipline problems and knowing how to use corrective measures; and knowing the background of her pupils.

Other problems that needed to be considered were the feeling of insecurity in answering the questions of the pupils; avoiding becoming too familiar with the pupils as well as adapting a reasonable standard of relationships with them in and outside the classroom; keeping calm in an emergency; and recognizing the pupils' peculiarities.

Social adjustment problems during student teaching.--Problems of a social nature as recorded during personal conferences with Miss H were developing initiative and security in social undertakings because although she had had a great deal of experience she still felt that there were others in the group who could do the work better than she, and she was afraid at first to go ahead. However, after some encouragement the fear left her. For the same reason she was self-conscious and uncertain in making decisions by herself. This she gradually overcame, being happier for it.

She also showed improvement in the following problems: with experience she developed more self-confidence, realizing that her status as a teacher re-

quired a certain professional attitude. She became more secure in answering the questions of the pupils, although such a problem as guiding the adolescent intelligently still was inconceivable, since she herself seemed like a high school girl. Discipline problems did not arise after she became aware that the pupils took advantage of her short stature and while she was seated at the desk she naturally could not see what was going on in the back of the room during class work. She remedied this by standing and moving about the room. She realized too that as a student teacher not too much could be done in taking voice at faculty meetings, yet with instruction she assumed administrative responsibilities that were assigned to her and felt more at ease in working with her superiors. Because she was so small the pupils took her into their confidence, which, at times, made it difficult for Miss H not to become too familiar with them. Knowing some of the background of the pupils helped her to see and understand their needs.

Although she had always been very active in extra-curricular activities, with her teaching responsibilities and preparations she found there was little time for recreation and personal living during the student teaching period. University work was an added worry and of great concern.

Miss H appreciated guidance which led to her development and success. Encouragement and comments of

praise brought added inspiration to her development.

Case I

Personal data.--Miss I who is about five feet four inches tall and weighs 139 pounds was born in Como, Montana, in January, 1922. Early history of childhood revealed that she had had such diseases as measles, mumps, and chicken pox, but had been left with little after-effect. Her university health record revealed that she was in good health. However, she kept in the background on social occasions and became easily discouraged, as evidenced by feelings which alternated easily between joy and sadness.

Family and home background.--At the time this study was made Miss I's father, a superintendent of a small high school, was 53 years old and her mother was 50 years old. In this family of American heritage there were five other children. Miss I's home responsibilities consisted of planning and preparing meals for the family and assisting in the care of the home. She worked on a dude ranch for three years, assisting in the dining room, kitchen, laundry, and with the cleaning. She was governess for a small boy for three summers. She had also made some of her own clothes. She had lived in a small town attending the town high school.

Academic record.--Upon entering the university she elected home economics as her major field and for

her minor fields of study she chose Spanish and chemistry. Results from the American Council on Education Psychological Examination indicated a percentile rank of 85. Her scholastic grade point average upon completion of her university work was 1.7.

Extra-curricular activities.--While in high school Miss I was a member of the Home Economics Club, a Girl Scout for five years, in orchestra work for five years, and valedictorian of her class.

During her university career she worked for her room and board for one quarter and for the National Youth Administration for three years. She also did waitress work at the Girls' Cooperative as well as light housekeeping for one year. Miss I was chairman of the refreshment committee for the Wesley Foundation for one year, a type of work she thoroughly enjoyed. In connection with her church work she was secretary to the director of the School of Religion for three years. Miss I was also a member of the Home Economics Club. She was representative for the Wesley Foundation at a Regional Conference in California for two different years. Most of her time, however, was devoted to church work. No record was given indicating other interests or hobbies. She seemed to withdraw from other associations.

Emotional adjustment problems during student teaching.--Miss I's rating on the Bell Adjustment Inventory indicated good health and occupational adjustment,

average home and social adjustment, and unsatisfactory emotional adjustment. The rating of the sum total of adjustment findings was average. Further personal qualities observed and rated by the student teacher supervisor indicated the following findings: above average in honor and refinement; average in personal appearance, self control, neatness, tolerance, punctuality, tact, and considerateness. She was fair in physical vitality, courage, disposition, enthusiasm, dependability, cooperation, initiative, industry, expressiveness, and progressiveness. A rating of poor was recorded for adaptability and use of good judgment. Her reaction to guidance and suggestions for teaching was rated as fair. It was difficult to discern whether she accepted suggestions or not, since she made very few replies and asked few questions, seeming to be in a non-responsive mood most of the time. She lacked enthusiasm, making it difficult to accept teaching responsibilities.

Faculty relationship problems.--In conference with Miss I and from observations by the student teacher supervisor, it was brought out more clearly that there was a lack of interest and possibly fear and hence a feeling of insecurity with the faculty and the assumption of responsibilities of the department. She failed to realize that student teaching was a real challenge. She seemed immune to accepting constructive criticisms, but would go about doing things without taking heed of

suggestions given to her; consequently, she got herself into more difficult situations. She was incapable of evaluating herself in the various situations.

Classroom adjustment problems.--Her difficulties in the classroom as recorded from observations of her student teaching and from personal interviews were in being human and maintaining a professional attitude; avoiding losing confidence and respect of the pupils; adjusting learning activities to experiences, abilities, interests, and needs of the pupils, thereby recognizing the individual differences of the pupils; analyzing the cause for the occurrence of discipline problems, then knowing how to use corrective measures; interpreting university subject matter on a high school level and maintaining continued interest of the group and knowing the background of the pupils.

Other problems that needed to be considered were the feeling of insecurity in answering the questions of pupils and adapting a reasonable standard of relationships with the pupils in and outside the classroom. The latter, however, was noticeable since barely an acquaintanceship relation existed. It was difficult, too, because of her withdrawal, for her to guide the adolescent intelligently; she somehow did not seem concerned about it. The pupils were quick to recognize that they might be able to "put it over" on Miss I because they felt she would not do anything about it.

This brought forth a problem of gaining the cooperation of the pupils at all times. It was difficult for her to maintain alertness to the individual needs of the pupils.

Social adjustment problems.--Problems of a social nature as recorded during personal conferences and from observations were difficulty in establishing rapport with parents when making home visits--as an example, during a visit to a home during the whole evening, even during the time when refreshments were served, Miss I said but a half dozen words, yet this was a very informal visit and the parents made one very comfortable and at home and this was the second home visit that had been made by Miss I;--difficulty in developing initiative and security in social undertakings, taking little or no part in the social life of the community. It was difficult to judge whether she accepted living conditions in the community very happily or whether she would adapt easily to various classes and social groups. She was uncertain in making decisions, lacking self confidence and being self-conscious most of the time.

Miss I did not progress rapidly, probably because of her retiring and moody attitude. However, some improvement had been made in some of the classroom problems; for example, she realized that pupils must be kept interested and busy to avoid discipline problems. She realized too that all adolescent pupils did not have the same capacity for learning. Upon learning some of the

background of the pupils she gradually showed improvement in her methods of teaching.

Socially, in her own church group, she seemed to take the initiative, and had no difficulty in assuming responsibilities.

She was slow but with encouragement and commendation for the work done well she made some progress. In her own way she did appreciate the help given her, and toward the end of the three-week teaching period had shown progress and hoped there would be more time to develop other improvements.

Case J

Personal data.--Miss J who is about five feet two inches tall and weighs 115 pounds was born in Chester, Montana, in September, 1921. Early history of childhood revealed that she had had such diseases as measles, mumps, whooping cough, and chicken pox. Her university health record also revealed that her general health was good, but she found it difficult to stop laughing once she got started. Another difficulty was that of becoming easily discouraged.

Family and home background.--At the time this study was made Miss J's father was 59 years old and her mother was 54 years old. In this family of American heritage there were two other children. Miss J's home experiences were those of assisting with the gardening,

caring for the home, assisting with the buying and preparation of food, and food preservation. She made her own clothes and sewed for others. Her sewing experience was also used in remodeling garments and making draperies for the home. She had lived on a farm the greater part of her life.

Academic record.--Upon entering the university she elected home economics as her major field of study and chemistry and French as her minor fields of study.

No record was available of tests given to her upon entrance to the university, since she was a transfer student from the Northern Montana College at Havre, Montana. Upon completion of her university work her scholastic grade point average was 1.20.

Extra-curricular activities.--Records revealed that during her high school attendance she was a member of the band, the basketball team, the Home Economics Club, and the Glee Club. She also took part in the class play and the declamatory contest.

While at the university she was a member of the Home Economics Club, the Education Club, the basketball team, and the College Band. She studied music and did some traveling in the United States and Canada. She enjoyed music and attended concerts and plays.

Emotional adjustment problems during student teaching.--Miss J's rating on the Bell Adjustment Inventory indicated good health adjustment, average home,

emotional, and occupational adjustment, and very aggressive in social adjustment. The sum total of adjustment findings indicated an average rating. Further results of ratings of personal qualities as observed and rated by the student teacher supervisor indicated her to be good in personal appearance, physical vitality, self control, courage, honor, enthusiasm, neatness, cooperation, adaptability, initiative, industry, considerateness, good judgment, and progressiveness. She rated average in refinement, disposition, tolerance, punctuality, dependability, tact, and expressiveness. She rated excellent for her reaction to guidance and suggestions in teaching. Miss J always displayed a friendly attitude toward the pupils.

Faculty relationship problems.--In conference with Miss J and from observations by the student teacher supervisor it was revealed that a sense of insecurity was felt with the faculty and in accepting responsibilities and management of the department. She found it hard to develop tolerance and interest in helping others. She also had difficulty in evaluating herself in various situations. Knowing how much to do or not to do in a teachers' group was another problem.

Classroom adjustment problems.--Her difficulties in the classroom as recorded from observations of her student teaching and from personal interviews were in being human and maintaining a professional attitude;

avoiding losing confidence and respect of pupils; maintaining poise and a sense of security before a group of pupils; understanding the individual pupil as being part of the group as well as his having certain capacities for learning; knowing the background of the pupils.

Other problems that needed to be considered were the feeling of insecurity in answering questions of the pupils when they knew she was in the process of learning how to teach; adapting a reasonable standard of relationships with the pupils in and outside the classroom; guiding adolescent pupils intelligently; avoiding problems of pupils "putting it over" on the student teacher; maintaining alertness to the individual needs of the pupils; and knowing how much to confide personal affairs in pupils.

Social adjustment problems during student teaching.--Problems of a social nature as recorded during personal conferences and observations were those of establishing rapport with parents while making home visits; developing initiative and security in social undertakings; becoming a part of the community during student teaching period; uncertainty in making decisions; conforming to standards of dress and conduct in the community; adapting easily to various classes and social groups in the community; and finding sufficient time for recreation and personal living during the student teaching period.

Miss J showed definite improvement during her teaching. With added experience she felt more secure in her responsibilities of the department. She realized that student teaching was a real challenge and she was eager to do her best. She discovered that her status as a teacher required a certain professional attitude. In her understanding and knowledge of the individual pupils' capacities for learning, she was prepared through added study to answer their questions more intelligently. She became aware of the necessity for not becoming too familiar with the adolescent. Being a friend was her intention and by being firm in her manner of instruction the pupils realized they could not "put it over," and she gained their confidence and respect. She realized, too, that as a student teacher in a school system for so short a time, not too much could be done in taking voice at faculty meetings. She managed with assistance to assume the necessary administrative duties assigned to her.

She was determined to reach her goals, realizing that there was so much left to learn and regretting that the student teaching period was so short. She was thankful for the help and encouragement given her. Words of praise and commendation increased her feeling of value and inspired the desire to further progress.

Analysis of case histories

An analysis of the preceding case histories of 10 student teachers in homemaking will be presented in the following order:

1. Personal data
2. Family and home background
3. Academic record
4. Extra-curricular activities
5. Emotional adjustment problems during student teaching
6. Faculty relationship problems
7. Classroom adjustment problems
8. Social adjustment problems during student teaching

Personal data.--All student teachers were of the white race. Early history in all cases indicated that the girls had had similar childhood diseases, although none was left with serious after-effects. On the whole, the university health records revealed that the physical condition and general health of each was good. One case history indicated that the student teacher had a slight deformity caused by eight stiff vertebrae. Four cases recorded showed a tendency on the part of the girls toward being easily discouraged; four indicated that their feelings alternated easily between joy and sadness; three kept in the background on social occasions; three worried over possible misfortunes that

rarely came to pass; two were easily frightened; two indicated having moments of uncontrollable anger; two found it difficult to stop laughing once they got started; and one showed symptoms of nervousness and excitability. Three of the student teachers had assumed the role of wife and homemaker. Heights of the student teachers varied from four feet ten inches to five feet seven inches, the average height of the group being five feet two inches; only one was less than five feet tall. There was also a variation in the weights of the student teachers from 94 pounds to 139 pounds, with an average weight of 113 pounds. Two girls were recorded as weighing approximately 94 pounds and only one weighed 139 pounds.

Family and home background.--It was interesting to note the ages of the parents. For the mothers the age range was from 39 years to 58 years with an average age of 53 years. The records of the fathers indicated a range from 43 years to 64 years with an average age of 57 years, thereby indicating a difference of four years between the average ages of mothers and fathers.

Nationality and heritage of the student teachers showed American ancestry in five of the cases, and of the others, one was German, one German and Irish, one French and Irish, one English, and one Bohemian, which showed that American was predominant.

The number of brothers and sisters in the family varied from zero to six. One of the girls was a fraternal twin. Three families each had three children; two families had two; one family had four; one family had five; and one family had six. The average number of children per family was three.

All the girls whose case histories were recorded had assumed all or some home responsibilities. They also had done their own sewing as well as sewing for others. A few had experienced life on a ranch and duties connected with outdoor activities. Gardening, home maintenance and repair, food preparation and preservation, care of the sick, and child care were among the other responsibilities assumed by the girls.

Academic record.--The ages of the student teachers varied from 21 to 28 years, with an average age of 22.9 years. Four girls were 22 years old; four were 23; one was 21; and one was 28. All were majors in home economics and had minors in chemistry. Four had minors in Spanish, two in French, two in Latin, two in art, one in music, and one in mathematics.

Results from the American Council on Education Psychological Examination indicated a range in percentile rank from 32 to 85 with an average percentile rank of 66. No record was available in one case. The scholastic grade point average ranged from 1.20 to

2.18, with a grade point average of 1.52 1/.

Extra-curricular activities.--Six girls had been enrolled in the Missoula County High School, three in other Montana high schools, and one in Champion, Alberta, Canada. Extra-curricular activities in high school as reported by the student teachers included the home economics club, library assistants, orchestra, glee club, band, Campfire Girls, dramatics, Quill and Scroll, athletic association, honorary society, and the school paper. Two girls reported that they did part-time work for remuneration.

Similar activities were pursued during the university careers of these girls. Seven reported doing part-time work for remuneration. Four were members of social sororities, one Alpha Phi, one Alpha Chi Omega, and two Delta Gamma. All girls reported devoting time to various phases of war work such as war plant work, scrap drives, and bond drives. General interest was indicated in attendance at concerts, recitals, and plays. The majority reported experiences in travel. Several mentioned hobbies and such accomplishments as participation in university theater productions, radio work, and music. One student teacher reported being a 4H Club member for 12 years and attended the state

1/ Montana State University Grade Point Values--
A = 3; B = 2; C = 1; D = 0.

convention, the International Exposition, and the national convention in Chicago.

Emotional adjustment problems during student teaching.--The ratings of the girls on the Bell Adjustment Inventory indicated the following: in home adjustment, four, excellent; one, good; five, average. In health adjustment, two, excellent; seven, good; one, average. In emotional adjustment, two, excellent; three, good; four, average; one, unsatisfactory. In social adjustment, four, very aggressive; six, average. In occupational adjustment, three, excellent; four, good; three, average. The sum total of adjustment ratings indicated two, excellent; three, good; five, average.

A summary of the ratings by the student teacher supervisor showed that of the 220 ratings given, 22 for each of the 10 student teachers, 25.45 per cent rated A, 43.18 per cent rated B, 23.18 per cent rated C, 7.27 per cent rated D, and .9 per cent rated F (Table 1). Significant qualities that ranked first were: personal appearance, honor, refinement, dependability, cooperation, adaptability, industry, initiative, considerateness, and progressiveness. Tolerance, expressiveness, and courage ranked second. A fair rating was recorded for four cases on qualities of courage, dependability, expressiveness, and physical vitality. A total of seven case histories showed a fair ranking in tolerance, tact, cooperation, initiative, industry, and good judgment.

A poor rating had been recorded for two cases in such qualities as adaptability and good judgment.

Table 1.--RATINGS BY STUDENT TEACHER SUPERVISOR
ON PERSONAL QUALITIES OF 10 STUDENT TEACHERS
IN HOME MAKING IN MISSOULA COUNTY HIGH SCHOOL,
MISSOULA, MONTANA, 1942-44

Personal Qualities	Number of Ratings				
	A	B	C	D	F
Personal appearance	4	4	2		
Physical vitality	2	4	2	2	
Self control	1	5	4		
Courage		5	3	2	
Honor	3	5	2		
Refinement	3	5	2		
Disposition	1	4	4		
Enthusiasm	2	4	3		
Neatness	2	5	3		
Tolerance		3	6	1	
Punctuality	3	3	4		
Dependability	4	3	1	2	
Tact	1	6	3	1	
Cooperation	6	2	1	1	
Adaptability	3	5	1		1
Initiative	2	6	1	1	
Industry	4	4	1	1	
Considerateness	2	6	2		
Good judgment	1	6	2		1

Table 1.--RATINGS BY STUDENT TEACHER SUPERVISOR
ON PERSONAL QUALITIES OF 10 STUDENT TEACHERS
IN HOME MAKING IN MISSOULA COUNTY HIGH SCHOOL,
MISSOULA, MONTANA, 1942-44--Continued

Personal Qualities	Number of Ratings				
	A	B	C	D	F
Expressiveness		5	3	2	
Progressiveness	3	5	1	1	
Reaction to suggestion	7	1	1	1	

Totals	56	95	51	16	2

Note: Grade A = Excellent
Grade B = Good
Grade C = Average
Grade D = Fair
Grade F = Poor

Faculty relationship problems.--Six girls felt insecure with the faculty when, as student teachers, they were accepted only on a temporary or apprenticeship basis. Six were also concerned with the problem of complying with all school policies. Four were concerned about being more at ease when working with superiors. Four indicated need in understanding more clearly the importance of professional ethics. Three were concerned in developing tolerance and an interest in helping others. Three were interested in knowing how much to do or not to do in a teachers' group. Only two indicated difficulty in accepting constructive criticism willingly. Two also were concerned about the difficulty

of cooperating with the school personnel.

Classroom adjustment problems.--Nine student teachers were concerned with the cause and occurrence of discipline problems and the use of corrective disciplinary measures. Eight expressed the need for knowing how to adjust learning activity to the experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils. Six found difficulty in being human and at the same time maintaining a professional attitude, poise, and a sense of security before a group of pupils. Five were concerned with the understanding of the individual pupil as being part of the group and having certain capacities for learning; and five were also worried about the pupils' confidence and respect. Only four were concerned with the realization of the importance of the privilege of being in school during war time. Three indicated the difficulty of interpreting college subject matter on a high school level and maintaining continued interest of the group. Two showed the need for providing for and encouraging wholesome attitudes among pupils. All the student teachers indicated the need for knowing the background of the pupils.

Difficulty in guiding adolescent pupils intelligently was a problem mentioned on all records. Eight of the student teachers felt insecure in answering the questions of pupils when the pupils knew that the

student teachers were in the process of learning how to teach. Eight student teachers indicated difficulty and concern in accepting responsibilities and the management of the department without fear and student teaching as a real challenge. Eight recorded difficulty in evaluating themselves in various situations. Seven were concerned with adapting a reasonable standard of relationships with pupils in and outside the classroom. Seven were concerned with maintaining alertness to the individual needs of the pupils. Five indicated difficulty in encouraging and getting cooperation of pupils at all times. Four recorded difficulty in knowing how much to confide personal affairs in pupils. Four were concerned in avoiding the problem of the pupils' "putting it over" on the student teacher. Only three cases indicated difficulty in recognizing personal peculiarities of pupils and keeping calm in an emergency. Three student teachers expressed interest in developing tolerance for the personality of the pupils, and three indicated interest in avoiding becoming too familiar with pupils.

Social adjustment problems during student teaching.--All the student teachers indicated difficulty in overcoming uncertainty in making decisions. Nine said they had difficulty in finding sufficient time for recreation and personal living during the student teaching period. Eight reported difficulty in developing initiative and security in social undertakings. Seven

recorded concern in establishing rapport with parents. Six expressed concern in overcoming self-consciousness and self-confidence when in a group. Only three indicated difficulty in adapting easily to various classes and social groups in the community. Three indicated concern in accepting and taking part in the life of the community. Surprisingly, only two girls indicated concern in accepting living conditions happily. Two expressed concern in conforming to the standards of dress and conduct in the community. Two other student teachers indicated difficulty in becoming a part of the community during the student teaching period.

Chapter V

DISCUSSION

In an effort to determine what assistance may be given in the solution of problems met by student teachers of Missoula County High School in adjusting to the teaching situation in homemaking, information was secured concerning the student teachers' backgrounds from records on file at Montana State University. Problems met during the student teaching period were recorded by the student teacher supervisor on the basis of observations and interviews with the student teachers, according to the following groupings:

1. Common problems in adjustment confronting student teachers in their relationship with school personnel and with pupils.
2. Common problems confronting student teachers in their classrooms.
3. Common social problems confronting student teachers.

Adjustment problems of student teachers in relationships with school personnel and pupils

1. Feeling secure with the faculty when they realized that they were accepted only on a temporary or apprenticeship basis.

2. Complying with all school policies when they did not have a voice in school matters at faculty meetings and were not conversant with the policies and details preceding such meetings.
3. Feeling secure in answering the questions of pupils when they knew that the student teachers were in the process of learning how to teach.
4. Adopting a reasonable standard of relationships with pupils in and outside the classroom.
5. Guiding adolescent pupils intelligently.
6. Knowing the background of the pupils.
7. Encouraging and getting cooperation of pupils at all times.
8. Analyzing the cause and avoiding the occurrence of discipline problems and knowing how to use corrective disciplinary measures.
9. Maintaining poise and a sense of security before a group of pupils.
10. Being human and maintaining a professional attitude.
11. Avoiding the loss of confidence and respect of the pupils.
12. Understanding that the individual pupil is a part of the group and has certain capacities for learning.

Problems confronting student teachers in the classroom

1. Accepting responsibilities and management of the department without fear and accepting student teaching as a real challenge.
2. Adjusting learning activities to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils.
3. Maintaining alertness to the individual needs of the pupils.
4. Developing ability to evaluate themselves in various situations as teachers.

Social problems confronting student teachers

1. Finding sufficient time for recreation and personal living during student teaching period.
2. Developing initiative and security in social undertakings.
3. Establishing rapport with parents while making home visits.
4. Overcoming self-consciousness and developing self-confidence when in a group.
5. Overcoming uncertainty in making decisions.

Twelve of the common problems were in the area of relationship with school personnel and with pupils, four were classroom problems, and five were social in nature, showing that the major difficulties of student teachers came in the area of relationships

with people in a professional situation. Since the student teachers as a group were average in scholastic standing and in physical condition and all were of the white race, the difficulties encountered in relationships were no doubt due to personalities of the girls, their social and professional experience, and the new environment in which teaching situations existed.

It would seem that two things need to be done in order to help student teachers with relationships. An effort should be made at the university to help them develop skills in human relationships, and every effort should be made by the supervising teachers, the superintendent, and the university supervisor to make the student teacher as much a part of the high school faculty as possible during her student teaching period. One means of doing this would be to extend the teaching period beyond three weeks. The supervising teacher might also give the student teacher information concerning individual pupils and their home backgrounds and encourage home visiting early in the student teaching period.

Since all the student teachers recorded difficulty in guiding adolescent girls intelligently, it would be advisable for the training curriculum at the university to include a study of adolescent psychology and mental hygiene. A better knowledge of subject matter would also give security to the student teacher in

answering pupils' questions even though she was in the process of learning how to teach.

Four problems of classroom adjustment were common to half or more of the student teachers: managing the department, adjusting teaching to interests and needs of pupils, being alert, and evaluating oneself. The supervising teacher should be explicit in instructions concerning the care of the department and should do everything in her power to place responsibility on the student teacher to make her feel that responsibility. A better understanding of pupils, as suggested above, would help the student teacher adapt to the interests and needs of the pupils.

Alertness of an individual is due to inherent characteristics as much as to learning experiences. About all the supervising teacher can do is to call the attention of the student teacher to the things to look for, and to assist her continually in observation until such observations become a habit.

To help a student teacher evaluate herself, the supervising teacher should show the student teacher how to use upon herself the techniques which the supervisor uses in evaluating the student teacher. A good method would be for the two together to evaluate the student's progress with the use of the official rating scale.

Nine out of 10 students found that due to pressure of work they were lacking in sufficient time for personal living and recreation during the teaching period. The student teaching period is always a time of peak load for the student, but doubtless a more carefully planned daily schedule for personal living would provide more time. Also careful planning ahead for teaching would distribute the load and relieve the feeling of pressure and tension. The supervising teacher and the college teacher trainer, therefore, should see that the student teacher makes unit plans for the entire period, early in the student teaching period. If possible these should be nearly completed before the student goes to the teaching center. This will involve visits to the teaching center and conferences with the supervising teacher before the teaching period begins.

Initiative and security in social activities can be developed only over a period of time; therefore, students in college who are looking forward to teaching should in some way, early in their college course, be made to appreciate the value of participating actively in the social life of the college and their home communities. Many college girls in Montana come from isolated communities and have not had adequate social experience. It may be possible for the university to include social training in the college curriculum for home economics students.

Numerous opportunities arise in the school community in which the student teacher may have opportunities to develop initiative and become more secure in making decisions in social undertakings. One way of approaching this problem would be through acquaintance-ship with the pupil's parents after a friendly rapport had been established through home visitation.

Emotional stability of the teacher has its beneficial effects upon the pupils. Ratings on the Bell Adjustment Inventory of the 10 student teachers showed that only one had an unsatisfactory adjustment. However, half of the student teachers showed self-consciousness and a lack of self-confidence when in a social situation. No doubt this was due to a lack of social experience and not to an innate emotional instability.

No effort was made to relate the amount of home, vocational, and social experience to the personality ratings of the student or her difficulties in adjusting to the student teaching situations; however, the greatest difficulties were encountered in the area of relationship which would indicate that personality adjustment was involved.

Recommendations

The following recommendations are made to aid student teachers in home economics at Montana State

University in adjusting to the student teaching situation.

1. An effort should be made by the university to help girls develop skills in human relationships, and every effort should be made by the supervising teacher, the superintendent, and the university supervisor to make the student teacher as much a part of the high school faculty as possible during her student teaching period.
2. It would be advisable for the university to extend the student teaching period to six or nine weeks.
3. It would be advisable for the university to include social training in the college curriculum for home economics students.
4. The supervising teacher should give the student teacher information concerning individual pupils and their home backgrounds and encourage home visiting early in the student teaching period.
5. The teacher training curriculum at the university should include a study of adolescent psychology and mental hygiene.
6. The supervising teacher should be explicit in instructions concerning the care of the department and should do everything in her power to

- place responsibility on the student teacher and to make her feel that responsibility.
7. The supervising teacher should call the attention of the student teacher to the things to look for and should assist her continually in observation until such observations become a habit.
 8. The supervising teacher should show the student teacher how to use upon herself the techniques which the supervisor uses in evaluating the student teacher.
 9. The supervising teacher and the college teacher trainer should see that the student teacher makes unit plans for the entire period, early in the student teaching period.
 10. The student teacher should make visits to the teaching center and should have conferences with the supervising teacher before the teaching period begins.
 11. Students in college who are looking forward to teaching should in some way, early in their college course, be made to appreciate the value of participating actively in the social life of the college and their home communities.
 12. The student teacher should take advantage of the numerous opportunities that arise in the school and community by which she may develop

initiative and become more secure in making decisions in social undertakings.

Problems for further study

As a result of this study it is recommended that a further analysis of the problem be made through the study of the following questions:

1. What methods and teaching devices are best adapted by the student teacher in homemaking?
2. What is the relationship of problems between a part-time, one period per day teaching program in homemaking, and a full-day student teaching program?
3. What difficulties are encountered by the first-year teacher in homemaking?
4. What effect may a heavy university or college schedule have upon the student teacher during her student teaching period?
5. How may a university or college curriculum include courses which will show the prospective teacher how to teach skill courses so that they will meet individual needs of pupils?
6. Is it possible, early in a student's college career, to determine qualities which will point to success in the teaching field?

Chapter VI

SUMMARY

The problem

What assistance can be given to student teachers of Montana State University in adjusting to the teaching situation in homemaking?

Problem analysis.--In order to solve this problem, answers to the following questions have been sought:

1. What common problems in adjustment confront student teachers in their relationship with the school personnel and with the pupils?
2. What common problems confront student teachers in their classrooms?
3. What social problems confront student teachers?

Delimitation.--Investigations were limited to the study of student teachers who had done their student teaching at Missoula County High School, Missoula, Montana, in 1942-44.

Definition of terms.--Adjustment, as it was used in this study, is a continuous process of adaptation of the individual to his environment.

Under the supervision of the writer and to determine recommendations for the help and guidance that can be given to student teachers in their adjustment to the teaching situation, data relative to the above problems were obtained from records and files of the following offices of Montana State University: The Student Health Service, The Office of the Dean of Women, The Home Economics Department, and The Registrar's Office. The Bell Adjustment Inventory was administered to each student to obtain an analysis of the student teachers' personalities.

For recording information concerning common problems, gained from observations and conferences with the student teachers, an evaluation record of the qualities to be studied was designed and used by the writer, who was the student teacher supervisor at Missoula County High School. A series of personal conferences was also held with the individual student teachers for considering the problems they encountered during the student teaching period.

On the basis of the data gathered and tabulated from the foregoing sources, case histories of 10 student teachers were made. Upon analysis these case studies showed the following problems to be common to one-half or more.

Summary of findingsAdjustment problems of student teachers in relationships with school personnel and pupils.

1. Feeling secure with the faculty when they realized that they were accepted only on a temporary or apprenticeship basis.
2. Complying with all school policies when they did not have a voice in school matters at faculty meetings and were not conversant with the policies and details preceding such meetings.
3. Feeling secure in answering the questions of pupils when they knew that the student teachers were in the process of learning how to teach.
4. Adopting a reasonable standard of relationships with pupils in and outside the classroom.
5. Guiding adolescent pupils intelligently.
6. Knowing the background of the pupils.
7. Encouraging and getting cooperation of pupils at all times.
8. Analyzing the cause and avoiding the occurrence of discipline problems and knowing how to use corrective disciplinary measures.
9. Maintaining poise and a sense of security before a group of pupils.
10. Being human and maintaining a professional attitude.

11. Avoiding the loss of confidence and respect of the pupils.
12. Understanding that the individual pupil is a part of the group and has certain capacities for learning.

- Problems confronting student teachers in the classroom.--1. Accepting responsibilities and management of the department without fear and accepting student teaching as a real challenge.
2. Adjusting learning activities to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils.
 3. Maintaining alertness to the individual needs of the pupils.
 4. Developing ability to evaluate themselves in various situations as teachers.

Social problems confronting student teachers.

1. Finding sufficient time for recreation and personal living during student teaching period.
2. Developing initiative and security in social undertakings.
3. Establishing rapport with parents while making home visits.
4. Overcoming self-consciousness and developing self-confidence when in a group.

5. Overcoming uncertainty in making decisions.

Twelve of the common problems were in the area of relationship with school personnel and with pupils, four were classroom problems, and five were social in nature, showing that the major difficulties of student teachers came in the area of relationships with people in a professional situation. Since the student teachers as a group were average in scholastic standing and in physical condition and all were of the white race, the difficulties encountered in relationships were no doubt due to personalities of the girls, their social and professional experience, and the new environment in which teaching situations existed.

Recommendations

The following recommendations are made to aid student teachers in home economics at Montana State University in adjusting to the student teaching situation.

1. An effort should be made by the university to help girls develop skills in human relationships, and every effort should be made by the supervising teacher, the superintendent, and the university supervisor to make the student teacher as much a part of the high school faculty as possible during her student teaching period.

2. It would be advisable for the university to extend the student teaching period to six or nine weeks.
3. It would be advisable for the university to include social training in the college curriculum for home economics students.
4. The supervising teacher should give the student teacher information concerning individual pupils and their home backgrounds and encourage home visiting early in the student teaching period.
5. The teacher training curriculum at the university should include a study of adolescent psychology and mental hygiene.
6. The supervising teacher should be explicit in instructions concerning the care of the department and should do everything in her power to place responsibility on the student teacher and to make her feel that responsibility.
7. The supervising teacher should call the attention of the student teacher to the things to look for and should assist her continually in observation until such observations become a habit.
8. The supervising teacher should show the student teacher how to use upon herself the techniques which the supervisor uses in

evaluating the student teacher.

9. The supervising teacher and the college teacher trainer should see that the student teacher makes unit plans for the entire period, early in the student teaching period.
10. The student teacher should make visits to the teaching center and should have conferences with the supervising teacher before the teaching period begins.
11. Students in college who are looking forward to teaching should in some way, early in their college course, be made to appreciate the value of participating actively in the social life of the college and their home communities.
12. The student teacher should take advantage of the numerous opportunities that arise in the school and community by which she may develop initiative and become more secure in making decisions in social undertakings.

Problems for further study

As a result of this study it is recommended that a further analysis of the problem be made through the study of the following questions:

1. What methods and teaching devices are best adapted by the student teacher in homemaking?
2. What is the relationship of problems between

a part-time, one period per day teaching program in homemaking, and a full-day student teaching program?

3. What difficulties are encountered by the first-year teacher in homemaking?
4. What effect may a heavy university or college schedule have upon the student teacher during her student teaching period?
5. How may a university or college curriculum include courses which will show the prospective teacher how to teach skill courses so that they will meet individual needs of pupils?
6. Is it possible, early in a student's college career, to determine qualities which will point to success in the teaching field?

APPENDIX

APPENDIX CONTENTS

Appendix	Page
A	UNIVERSITY RECORD FORMS
	Student Health Service Record Form 119
	Rating Sheet, Student Teachers, Montana State University. 120
	Office of the Dean of Women Record Form 121
B	RATING DEVICES FOR STUDENT TEACHERS
	A Rating to be Used in Evaluating Student Teachers in Home Economics 123
	Compiled Weekly Observation of Student Teaching. 125
	Student Teaching Evaluation form 126
	How do I Rate as a Teacher?. 128
	Observation of Home Economics Teaching. 130
	Activities of the Supervising Teacher 132
	Adjustment Problems of the Student Teacher in Homemaking Education in Montana. 134
	Student Teacher Record, Home, High School, and University Experi- ences 137
C	BELL ADJUSTMENT INVENTORY 139
D	FORM LETTER 142
E	MASTER SHEETS FOR GATHERING DATA
	Figure
	1 Student Teacher Supervisor's Rating of Personal Quali- ties of 10 Student Teachers in Homemaking at Missoula County High School, Missoula, Montana, 1942-44 144
	2 Results of the Bell Adjustment Inventory Administered to 10 Student Teachers in Home- making at Missoula County High School, Missoula, Montana, 1942-44. 145

APPENDIX CONTENTS

Appendix	Page
Figure	
3	Personal Data Shown on Student Health Service Records, Montana State University, for 10 Stu- dent Teachers in Home- making at Missoula County High School, Missoula, Montana, 1942-44 146
4	Extra-Curricular Activities as Shown on Records of the Homemaking Department at Montana State University for 10 Student Teachers in Homemaking at Missoula County High School, Missoula, Montana, 1942-44 150
5	Adjustment Problems of 10 Student Teachers in Home- making at Missoula County High School, Missoula, Montana, 1942-44 158
6	Adjustment Problems of 10 Student Teachers in Home- making at Missoula County High School, Missoula, Montana, 1942-44 160
7	Adjustment Problems of 10 Student Teachers in Home- making at Missoula County High School, Missoula, Montana, 1942-44 162
8	Adjustment Problems of 10 Student Teachers in Home- making at Missoula County High School, Missoula, Montana, 1942-44 164

Appendix A.--UNIVERSITY RECORD FORMS

MONTANA STATE UNIVERSITY

STUDENTS' HEALTH SERVICE

WOMEN

Student Fill Out This Side Only. Write Plainly With Ink.

Name in Full, Age, Race, Dept, Class, College Address, Telephone No, Parent or Guardian, No. and Street, City, State, Physician, No. and Street, City, State.

FAMILY HISTORY

Mothers and Fathers: Age, Nationality, (If dead, give cause and age). Brothers and Sisters: No. Living, No. Dead and Causes. Check the following diseases which your relatives have had: Diabetes, Cancer, Apoplexy (Stroke), Tuberculosis, High Blood Pressure, Hay Fever, Mental Diseases.

PAST HISTORY

Check each disease you have had: Whooping Cough, Running Ear, Heart Trouble, Typhoid, Frequent Colds, Nervous Breakdown, Pneumonia, St. Vitus Dance, Convulsions, Tuberculosis, Tonsillitis, Gonorrhoea, Smallpox, Influenza, Syphilis, Chicken Pox, Hay Fever, Rheumatism, Constipation, Malaria, Asthma, Kidney Trouble, Indigestion. Have you been vaccinated for: Smallpox?, Typhoid?, Diphtheria?, Scarlet Fever? What serious injuries have you had? What operations have you had and date?

PRESENT HISTORY

Check each of the following symptoms you have at present: Excessive thirst, Frequent urination, Night urination, Painful urination, Abdominal pain, Headache, Nervousness, Growing or joint pains, Fainting spells, Nervousness, Palpitation, Shortness of breath, Eye trouble, Eye trouble, Nose trouble, Running ear, Defective hearing, Cough, Chest pain, Loss of weight, Blood spitting, Tire easily, Other symptoms.

Check Yes or No after each of the following questions: Do you Stutter?, Do you easily frightened?, Have you ever been blind, half-blind, deaf, or dumb for a time?, Do you ever walk in your sleep?, Do you keep in the background on social occasions., Do you ever feel an awful pressure in or about the head?, Has anyone trying to do you harm?, Do you find it difficult to stop laughing once you have started?, Are you frequently burdened by sense of remorse?, Do you worry much over possible misfortunes that rarely come to pass?, Do your feelings alternate easily between joy and sadness?, Are you very easily discouraged?, Do you have moments of uncontrollable anger?, Do you have "hysterics" occasionally?

Menstrual Function: Date of first menstruation, Is flow profuse, Is menstruation regular, What is the greatest number of days between periods, What is the least number of days between periods, Number of days flow, Do you stay in bed the first day, On what day does pain begin, Is there any clotting, Is there discharge between periods, Does exercise increase or decrease pain.

Check each of the following questions in the appropriate space: Do you consider your health condition to be Fair, Good, Excellent, Are you physically able to take regular gym work?, Are you physically able to participate in sports?, Date of last medical examination, Date of last dental examination, Do your teeth examined regularly?, Do you wear glasses?, Now, Formerly, For Reading, Constantly, When were glasses first obtained?, Date of last eye examination, What illness have you had during the last two years, Mention other points of health you wish considered, Are you planning on earning part of your college expenses.

Signature of Student

WOMEN
STATUS PRAESENS

I. 1. Age..... 2. Temperature..... 3. Hearing: Right Ear..... Left Ear..... 4. Vision:
Right Eye (without glasses)..... Left eye (without glasses)..... Right Eye (with glasses).....
Left Eye (with glasses)..... 5. Color Vision.....

1. Eye Pathology
2. Ear Pathology

II. 3. Nose 4. Mouth and Gums.....
5. Teeth: Condition of repair.....
6. Tonsils: Small..... Medium..... Large..... Out..... Tags..... Pus in Crypts.....

1. General appearance 2. Nutrition.....
3. Chest: Shape..... Expansion..... 4. Posture: Poor..... Fair..... Good.....

III. 5. Height..... 6. Weight..... 7. Spine: Normal..... Scoliosis..... Kyphosis.....
Lordosis..... Scapulae..... 8. Extremities: Normal..... Genu Varum.....
Valgum..... Pes Planus: 1st degree..... 2nd degree..... 3rd degree..... Flat metatarsal arch.....
Ankylosis..... Hand deformities..... Foot deformities..... Percent of disabilities from existing injuries.....

1. Adenopathy: Cervical..... Axillary..... Epitrochlear..... Inguinal.....
2. Thyroid: Not palpable..... Small..... Medium..... Large..... Removed.....

IV. 3. Heart: Size..... Murmur.....
Rhythm Thrill.....
4. Lungs: Inspection..... Palpation.....
Percussion..... Auscultation.....

1. Abdomen
2. Hernia: Direct..... Indirect..... Umbilical..... Femoral..... Inguinal..... 3. Hemorrhoids.....

V. 4. Genitalia: Hygiene, Good..... Fair..... Poor..... Clitoris, Free..... Adherent.....
Urethra, Inflamed..... Negative..... Discharge..... Other conditions.....
5. Blood Pressure: Systolic..... Diastolic..... 6. Successful vaccination: Yes..... No..... Age of Scar.....

1. Neurological Examination: 1. Pupillary reflexes: Light..... Accommodation.....
VI. 2. Tendon reflexes: Biceps..... Triceps..... Knee Jerks..... Achilles.....
3. Babinski reflex..... 4. Cremasteric reflex..... 5. Romberg sign..... 6. Finger to nose test.....

VII. Urine: Albumin..... Sugar..... Sediment..... Sp. Gr.....

VIII. Mantoux:

DIAGNOSES: and ADVICE:

IX.

Date.....

RATING SHEET
STUDENT TEACHERS
MONTANA STATE UNIVERSITY

Rating of _____ (Student Teacher)
Date of Student Teaching _____

Personal Qualities:

1. Initiative _____
2. Adaptability _____
3. Accuracy _____
4. Industry _____
5. Self Control _____
6. Tact _____

Social and Professional

Equipment:

1. Master of Subject Matter _____
2. Understanding of Students _____
3. Interest in Work _____
4. Cooperation _____
5. Discipline _____

Results:

1. Response of Class _____
2. Growth of Pupils _____
3. Mastery of Subject Matter _____

Number of Periods Taught _____

Grade for the Course _____

Technique of Teaching:

1. Clearness of Aim _____
2. Skill in Drill _____
3. Stimulating Thought _____
4. Questioning _____
5. Organization _____
6. Assignment _____
7. Motivation _____
8. Adaptation of work to
Individual Capacity _____

A = 95%--100%

B = 85%--95%

C = 75%--85%

D = 65%--75%

F = Below 65%

NAME _____

PERSONNEL RECORD:FRATERNITY AFFILIATION:DORMITORY:HEALTH RECORD:EMPLOYMENT:COLLEGE ACTIVITIESCORRESPONDENCE WITH PARENTSCONFERENCES WITH DEAN

OVER FOR ADDITIONAL REMARKS

Appendix B.--RATING DEVICES FOR STUDENT TEACHERS

A RATING TO BE USED IN
EVALUATING STUDENT TEACHERS IN HOME ECONOMICS

(Suggested cooperative rating to be used at the end of each week by the student teacher supervisor and the student teacher.)

_____, Montana

Home Economics Training Center of University of Montana

194__

Name of Student Teacher _____ Date of Teaching
Period _____

School _____ Units Taught 1. _____

2. _____

Supervising Teacher of Home Economics: 3. _____

4. _____

Beginning Advanced Final
Teaching Teaching Rating

I Adjustment to:

1. School personnel _____
2. School program _____
3. Community _____

II Lesson Techniques

1. Discussion _____
2. Laboratory _____
3. Supervised Study _____
4. Demonstration _____
5. Evaluation _____
6. Dramatization _____
7. Panel Discussion _____
8. Problem Method _____
9. Debate _____
10. Question-Answer _____
11. Radio _____
12. Assembly _____
13. Others _____

III Pupil Participation _____

IV Management

1. Personal _____
2. School _____

		Beginning Teaching	Advanced Teaching	Final Rating
V	Guidance of Home Projects, Home Visits			
VI	Development and Changed Behavior of Pupils			
VII	Standards of Work			
VIII	Assuming Responsi- bility			
IX	Extra-Curricular Activities			
X	Administrative Ability			
XI	Individual Teacher			
	a. General appear- ance			
	b. Dominant Characteristics			
	1. Positive			
	2. Negative			
	c. Knowledge of subject matter			
	d. Dependability			
	e. Forcefulness			
	f. Professional attitude			
	g. Progress made while teaching			
XII	Total Rating of Student Teacher			

Optional System of Grading

A--100	92--excellent
B-- 92	85--good
C-- 85	75--average
D-- 75	70--fair

MISSOULA, MONTANA

MONTANA STATE UNIVERSITY
HOME ECONOMICS TRAINING CENTER

Student Teacher Supervisor Marie S. Nagovsky

STUDENT TEACHING EVALUATION

Evidences for which to look:

Good Teacher

- I. General attitude of class.
 - a. Alertness, attention, and individual participation
 1. Faces are expressive
 2. Enthusiastic responses, many and readily given
 3. All active
 4. Show initiative
 5. Have a goal
 6. Posture of pupils one of readiness
 - b. Air of work
 1. Class working busily
 2. Busy noise or concentrated silence
 3. All active
 - c. Attitude of girls toward student teachers
 1. Girls go to student teachers with problems
 2. Remarks girls make to supervisor indicate liking of student teacher
 3. Expression on girls' faces
 4. Girls show respect for teacher in and out of class
- II. Orderliness of rooms
 1. In working order at all times
 2. No disorder before or after class
 3. Cleanliness and neatness
 4. Artistic and home like
- III. The student teacher herself should be--
 1. Poised and dependable
 2. Show evidences of a goal
 3. Confident in self
 4. Enthusiastic and alert
 5. Moving about the room at ease
 6. Interested expression on her face
 7. Able to use her own initiative
 8. Assuming responsibilities and management
 9. Observant of surroundings
 10. Willing and gracious in accepting constructive criticism

- III.
11. Aware that teaching is a challenge
 - a. Analyze her own teaching
 - b. Develop a sense of security
 12. Not satisfied with average teaching
 13. Able to adjust to school program
 14. Able to attain accepted standards of work
 15. Mindful of professional ethics
 16. Alert to opportunities for personal and professional development
 17. Alert to various lesson techniques used in teaching
 18. Able to adapt her teaching to the community
 19. Remember at all times that she is responsible for the type of teaching, rooms and their appearance
- IV. Curricular activities
1. Ability to adjust to school personnel and community
 2. Develop a good relationship between student teacher and the administration
 3. Guidance of home project and home visits
 4. Administrative ability
 5. Cooperation with general school program, assemblies, study hall, hall duty, teachers' meetings
 6. Home Economics Club
 7. Cooperation with the community
 8. Social activities of student teacher
 9. Develop a philosophy of living and home-making education
 10. Assume control of the Play School
- V. Evaluate lessons that were taught by questioning self
1. What did the girls learn today and why?
 2. Did you accomplish what you started out to do?
 3. What did you do well?
 4. What do you need to work on next?
 5. How interested were your pupils?
 6. Would the lesson have been better if you had used another method?
 7. By judging pupil participation and questions, did the lesson show growth of pupils?
 8. What are you going to do tomorrow?

HOW DO I RATE AS A TEACHER?

1. Have I formulated a dynamic and functioning philosophy of life and education?
2. Have I an understanding of the relation between the community and the school?
3. Have I an understanding of interests, activities, difficulties, and program of a typical high school home economics student?
4. Do I understand my responsibility to my school and to the community of which I am a member?
5. Am I able to direct the learning of the high school girl?
6. Do I have and make the best use of illustrative material?
7. Do I plan my daily work?
8. Do I have a general program for the year?
9. Am I familiar with library facilities and do I use available reference materials?
10. Do I use the best methods of determining pupil growth and progress?
11. Do I keep accurate, usable, up-to-date records of departmental affairs?
12. Have I planned my time to take adequate care of important outside activities?
13. Does my department show evidence of desirable standards?
14. Do I make the best use of available resources?
15. Do I "sell" home economics?
16. Am I socially adjusted?
17. Do my students feel that they can come to me with problems?
18. Do I cooperate with other agencies in the school and community?
19. Have I participated in adult groups in preparation for direction of adult classes?

20. Do I keep up to date on professional publications?
21. Have I a desire for professional growth?
22. Are educational opportunities in homemaking extended to adults and out of school youths?
23. Have I a flexible program providing changes that will meet interests and needs?
24. Am I an alert teacher who "looks and lives" the spirit of home economics?

Observation of Home Economics TeachingI. Method

1. How is the subject matter approached so that the pupils' interest is aroused?
2. Is her method suitable to pupils and subject matter?
3. Does she demand good standards in work done by pupils?
4. Does she draw up associations between points in lesson and pupils' experiences?
5. Does teacher's method include training for attitudes, ideals and appreciations as well as training in subject matter?
6. Is the illustrative material well selected?
7. Does she use her illustrative material wisely?
8. Are the teacher's assignments timely and clearly stated?
9. Were references other than text used?

II. Subject Matter Organization

1. How is the new subject matter related to the pupils' experiences?
2. Does the teacher have a definite plan?
3. Is the lesson a complete unit?
4. Does one teaching point lead to the next?
5. Is subject matter well organized?

III. Aim or purpose of the Lesson

1. How are the daily aims set up so that the pupils as well as the teacher are aware of them?
2. Are the aims within limit of the lesson?
Aims definite?
3. Who did the proposing - pupils or teacher?

IV. Results

1. Were the aims of the lesson accomplished?
2. Are pupils interested, enthusiastic and responsive?
3. Are the results of her teaching satisfactory as shown by the pupils' thinking?
4. Are pupils motivated to ask questions?
5. Are the pupils encouraged to draw their own conclusions?
6. Does teacher encourage homework supplementary to class work?
7. What kinds of testing does the teacher use for measuring the amount of learning of the pupils?

- IV. 8. Ability to clinch important points.
9. Are pupils developing good study and work habits?

V. Classroom Management

1. Is the class orderly and well managed?
2. Are supplies ready to meet needs for class for whole period?
3. Are supplies well taken care of, responsibility shared by pupils?
4. Is the class time used to good advantage?
5. How is equipment arranged for most efficient use?
6. Is the equipment kept in good condition?
7. Does the equipment show evidences of good care?
8. How is discipline handled?
9. Are pupils kept progressively busy?
10. Was teacher master of the situation?

VI. Personality of Teacher

1. How does the teacher meet unexpected situations?
2. Does teacher's enthusiasm stimulate pupils' interests?
3. Is the teacher sympathetic?
4. Is she fair to all?
5. Does the teacher dress in good taste?
6. Is there evidence of tact on part of the teacher?

VII. Promotional Activities

1. Do you have an active Home Economics Club?
2. How many well written publicity articles have appeared in your school or local paper? Difficulties?
3. Enrollment
 - a. What % of the Freshmen girls are enrolled in Home Economics?
 - b. What % of your Home Economics I pupils from previous year is enrolled in Home Economics II?
4. Business Management
 - a. Are you finding your department budget workable?
 - b. Is your filing system efficient? (Including personal records of students and their home project records).

Montana State University

ACTIVITIES OF THE SUPERVISING TEACHER

- I. The supervising teacher activities with the student teacher.
 1. See that high standards of work are set up and maintained.
 2. See that the student teacher feels and shows respect for the supervising teacher.
 3. See that the pupil feels and shows respect for the student teacher.
 4. See that the pupils keep wholesome attitudes. See that the student teacher maintains a wholesome attitude.
 5. Help the student teacher become acquainted with administrative routine, school faculty, pupils, both boys and girls.
 6. Have scheduled daily conferences with the student teacher about the lessons she will teach or observe. Have scheduled follow-up conferences.
 7. See the sources of material, illustrative material, etc., are provided for the student teacher. Encourage and help her collect her own source material.
 8. Give student a broad view of the home economics program as a whole, of the units in the course, and of the subject matter taught before she starts her observation and teaching.
 9. Help her with methods that she may become a growing, thinking teacher.
 10. Help her as far as possible in personality needs.
 11. Help her to become a leader and to be able to make decisions.
 12. Help her to attain a fine professional attitude.
 13. Be patient, firm, and as understanding as possible.

14. Help the student teacher present material (and expect results) on the high school level, on the economic level of the community.
15. Student teachers generally observe twenty to twenty-five lessons before starting to teach. Let teaching lessons be a gradual process of working into the full day schedule.
16. Give positive instead of negative criticism to student teacher. Begin and end with constructive criticism.
17. Encourage student teacher to use many different methods of presenting lessons.
18. Intersperse post observation with teaching.
19. Aid her in recognizing and appraising pupil growth in changed behavior.
20. Introduce student teachers into gradually taking on the guidance of pupil, home experiences, visits to homes, home economics club programs, and school activities.
21. Aid in developing wholesome philosophy for future teaching.

II. The supervising teacher activities with the teacher trainer.

1. Give information to teacher trainer concerning the school, routine, administration, etc.
2. Get the information from teacher trainer which will help in understanding the student teacher.
3. Develop a spirit of cooperation between the high school and the university as to the duties of the supervising teacher and teacher trainer.
4. Develop a spirit of cooperation between the supervising teacher and teacher trainer, State Supervisor, head of home economics in the university and the school superintendent.

Adjustment Problems of the
Student Teacher in Homemaking Education in Montana

by Edith Harwood
State Supervisor of Home Economics

1. Common problems in adjustment in relationships with the school personnel and pupils
 - a. How can the student teachers feel that they are part of the faculty when they realize that they are accepted only on a temporary or apprenticeship basis?
 - b. This is also a problem with the pupils as the latter feel that the student teachers are in the process of learning how to teach them.
 - c. Student teachers do not take a voice in school matters at faculty meetings as they feel insecure out of place and are not conversant with the policies and details preceding such meetings.
 - d. It is quite impossible to take the responsibility of the department even though it is given by the supervising teacher as the latter will have her way of management which may not be the same as the student teacher would have in her own location.

2. Common problems in the class rooms
 - a. How to interpret college subject matter on a high school level.
 - b. Inability to transfer subject matter in the terminology of the high school pupil.
 - c. A lack of familiarity with the use of problem solving technique rather than the use of questions and answers based on text book reading.
 - d. Student teachers often have a fear of the pupils, the fear that they will mutiny, fear that they will not like them and fear that they will misinterpret their statements.
 - e. Student teachers are not acquainted with the home or school background of each of the girls and quite often their questions are too infantile and their teaching too simple for the group. (This latter point has come to my attention many times this year and I think it quite a serious problem. Farm girls know a great deal about foods work and very frequently the homes are cultured and refined with a good background in nutrition. Pre-testing, both by actual laboratory work and written quizzes, should be given in order to base the work on the needs of the girls.)

f. Student teachers are now always sure of the subject matter and assume that they know a great deal and yet when asked simple questions by the students they can not answer them. This is due to the technical rather than practical subject matter that has been studied or as it may be in clothing, they are not familiar with many of the sewing techniques.

3. What social problems confront student teachers?

- a. Lack of sufficient time to become acquainted with the community.
- b. An abnormal situation since student teachers realize they are there for just a short time.
- c. Insecure student teachers frequently discuss school problems with an unhappy member of the faculty in an effort to substantiate their own dislike of teaching.
- d. Student teachers may not be included in teacher activities and can not be a part of the campus activities.
- e. Student teachers have difficulty establishing rapport with parents while making home visits as the parents do not accept her as the bona fide teacher of the child.

Adjustment Problems of the
Student Teacher in Homemaking Education in Montana

by Helen Gleason
Chairman, Home Economics Department

1. The most common problem in adjustment seems to be the ability to be friendly and impersonal and treat all the teachers and pupils alike. A professional attitude is something that I believe can be trained in college.
2. Discipline, I think, is the greatest problem, particularly with the use of all types of methods. The informal methods have to be handled partly in all that discipline is maintained. Another problem in the classroom, I believe, is to maintain a high rate of interest in subject matter for all the pupils. This, I think, is the secret underlining class organization and discipline.
3. What social problems confront student teachers? The adjustment to the community and the social standards of that community seem to me the greatest problem here. She may find conditions in her environment that are totally different from her past experience. The problem here is to see worthwhile attitudes and activities even though different.

Student Teacher Record
Home, High School, and Uni-
versity Experiences

Student teacher _____ Classification _____

College or university _____

Date _____

Home

Management and care of home during mother's frequent absences. Planning and preparing meals, marketing of food. Assisted with food preservation. Spent all summers with grandmother on the ranch. During harvesting season assisted the cook in preparation of meals for 30 men. Have organized several parties, teas, picnics, and showers. Made most of clothes for self for past eight years. Also made some of mother's clothes.

High School

Secretary of Quill and Scroll, Journalism Honorary. Member of Thespians, Dramatics Club, Pep Club, Activity Club, Girls Athletic Association. Advertising manager of the Annual. President of home room, vice-president of Spanish Club, on staff of the school paper, and member of the National Honor Society.

College

Member of Womens Athletic Association, Creative Writers Club, Dramatics Club, Spur, National Women's Honorary, Association of Women Students, Home Economics Club, Education Club, Aquamaids, Womens Swimming Team, Pledge of Masquers, and social director and member of Delta Gamma.

Cultural and Educational

Special hobby is reading. Traveled considerably, enjoy concerts, recitals, and plays.

Financial Returns

Worked as student assistant in the University Library. Care of children. Worked on ranch. Worked in office of Vegar Aircraft Company, Burbank, California.

Appendix C.--BELL ADJUSTMENT INVENTORY

MANUAL FOR THE ADJUSTMENT INVENTORY

ADULT FORM*

By HUGH M. BELL

Published by STANFORD UNIVERSITY PRESS, Stanford University, California

The *Adult Form* of the *Adjustment Inventory* provides five separate measures of personal and social adjustment:

a. *Home Adjustment.* Individuals scoring high tend to be unsatisfactorily adjusted to their home surroundings. Low scores indicate satisfactory home adjustment.

b. *Health Adjustment.* High scores indicate unsatisfactory health adjustment; low scores, satisfactory adjustment.

c. *Social Adjustment.* Individuals scoring high tend to be submissive and retiring in their social contacts. Individuals with low scores are aggressive in social contacts.

d. *Emotional Adjustment.* Individuals with high scores tend to be unstable emotionally. Persons with low scores tend to be emotionally stable.

e. *Occupational Adjustment.* Individuals with high scores tend to be dissatisfied with their present occupations. Those who make low scores tend to be well pleased with their present jobs.

USE OF THE INVENTORY

The *Inventory* has been successful when used as an aid in counseling adults whose personal problems pertain to any of the categories included in the test. It is suitable for use with both sexes. The high reliabilities of the separate measures make possible comparison of one individual with another. The measurement of five types of adjustment by the one blank permits location of specific adjustment difficulties. The use of the small letters *a, b, c, d,* and *e,* corresponding to the five measures of adjustment, as well as the numbers, enables the counselor to discover readily the particular questions relating to each measure. The total score may be used to indicate the general adjustment status.

INSTRUCTIONS FOR GIVING

1. The *Inventory* is self-administering. To insure careful reading of the instructions, the examiner should read the instructions appearing on the first page of the blank aloud while the individuals being tested are reading them silently.

2. There is no time limit. Ordinarily not more than twenty-five minutes are required for all individuals to complete the *Inventory*.

3. Each individual being tested should interpret the questions for himself. However, questions about the meaning of words may be answered by the examiner.

4. The examiner should make every effort to secure complete co-operation of all the persons filling in the blanks. He should indicate the value of the results to the individuals and assure them that the scores will be treated with the strictest confidence.

5. If questions concerning the purpose and use of the test arise, they should be answered frankly and honestly.

6. Unless individuals ask why the letters and numbers are placed before the questions, nothing need be said about them. If a question is raised, the examiner should state that they correspond to the letters on the first page of the *Inventory* and are used in analyzing the test results.

INSTRUCTIONS FOR SCORING

The *Inventory* can be accurately scored in four minutes. Thus, to obtain the score on Home Adjustment, take the scoring stencil entitled "Home" and lay the column for page two on page two of the *Inventory* so that the "2" at the top and at the bottom of the stencil are superimposed upon the corresponding figures of the test. Then count the number of instances where the vertical marks on the scoring stencil fall immediately over a circle on the test, writing this total at the bottom of page two or keeping it in memory.

* The Adjustment Inventory is published in two forms—the *Student Form* for high school and college students, and the *Adult Form*.

Then similarly apply the column on the stencil for page three to the third page of the *Inventory* and the column for page four to the fourth page. Write opposite "a" in the column entitled "Score" on the first page of the blank the total of the three pages thus derived. Obtain the scores for Health, Social, Emotional, and Occupational Adjustment in the same manner. Do not score the question marks.

NORMS

The interpretation of individual scores is made more meaningful by the use of certain descriptive designations. However, the difference between two descriptive terms should not be overemphasized, since a difference of only one point frequently determines whether a score falls under one heading or another.

If the counselor reports scores to persons who have taken the test, he should use caution in giving out results to those who have evidenced unsatisfactory adjustments. For unless something is done to help the person overcome his maladjustment, he will benefit little or none merely from being told of it.

The results of the Health Adjustment section should be considered not as taking the place of a medical examination but rather as a possible preliminary to such an examination. Unsatisfactory scores on this section of the *Inventory* may indicate the need for a physical examination by a physician.

TABLE I.—TENTATIVE NORMS FOR ADULTS

ADJUSTMENT	DESCRIPTION	SCORE RANGES	
		Men (194)	Women (274)
Home Adjustment	Excellent	0-1	0-1
	Good	2-3	2-3
	Average	4-11	4-12
	Unsatisfactory	12-16	13-17
	Very Unsatisfactory	Above 16	Above 17
Health Adjustment	Excellent	0-1	0-1
	Good	2-3	2-4
	Average	4-8	5-9
	Unsatisfactory	9-13	10-14
	Very Unsatisfactory	Above 13	Above 14
Social Adjustment	Very Aggressive	0-2	0-4
	Aggressive	3-6	5-8
	Average	7-15	9-19
	Retiring	16-20	20-24
	Very Retiring	Above 20	Above 24
Emotional Adjustment	Excellent	0-1	0-2
	Good	2-3	3-6
	Average	4-11	7-15
	Unsatisfactory	12-15	16-20
	Very Unsatisfactory	Above 15	Above 20
Occupational Adjustment	Excellent	0-1	0-1
	Good	2-4	2-4
	Average	5-13	5-13
	Unsatisfactory	14-17	14-17
	Very Unsatisfactory	Above 17	Above 17
Total Score	Excellent	0-8	0-16
	Good	9-21	17-30
	Average	22-47	31-58
	Unsatisfactory	48-60	59-71
	Very Unsatisfactory	Above 60	Above 71

The occupational adjustment section will be of value only with persons who are working for an employer at the time they take the test. Unemployed individuals and housewives should be scored only for Home, Health, Social, and Emotional Adjustment.

In Table I norms are given for adults of both sexes. The individuals ranged in age from twenty to fifty years with the majority falling between twenty-five and forty. In determining the norms for occupational adjustment, housewives and the unemployed were eliminated. The scores were obtained from the following places: Adult Extension classes in Los Angeles, California, and Madison, New Jersey; Counseling Service of the Seattle, Washington, Young Men's Christian Association; the Practice School of the Chicago, Illinois, Young Women's Christian Association; and adult classes in Industrial Psychology in Boston, Massachusetts.

In Table II are summarized the means and standard deviations for the population upon which the norms are based.

TABLE II.—MEANS AND STANDARD DEVIATIONS FOR POPULATION UPON WHICH NORMS HAVE BEEN BASED

ADJUSTMENT AREA	MEN (194)		WOMEN (274)	
	Mean	Sigma	Mean	Sigma
Home	7.02	6.20	8.26	6.24
Health	5.28	4.28	6.18	4.24
Social	11.38	6.32	14.12	7.20
Emotional	7.70	5.46	11.00	7.16
Occupational	8.52	6.60	8.46	6.38
Total Score	34.60	18.60	44.30	20.30

RELIABILITY

The coefficients of reliability for each of the five sections of the *Inventory* and for its total score are reported in Table III. These were determined by correlating the odd-even items and applying the Spearman-Brown prophecy formula. The subjects were employed men and women between the ages of twenty-three and twenty-eight.

TABLE III.—COEFFICIENTS OF RELIABILITY (N = 84)

a. Home Adjustment	.91	d. Emotional Adjustment	.91
b. Health Adjustment	.81	e. Occupational Adjustment	.85
c. Social Adjustment	.88	Total Score	.94

VALIDITY

The *Inventory* has been validated in two ways:

First, the items for each of the sections in the *Inventory* were selected in terms of the degree to which they differentiated between the upper and lower fifteen per cent of the individuals in a distribution of adult scores. Only those items which clearly differentiated between these extreme groups are included in the present form of the *Inventory*.

Second, the *Inventory* has been validated through the selection of "Very well" and "Very poorly" adjusted groups of individuals by specialists in adult counseling and a determination of the degree to which the *Inventory* differentiates among them.

The following counseling bureaus and counselors assisted in locating the extreme cases: Institute of Family Relations, Los Angeles, California; Psychologic Center, San Francisco, California; Columbus Testing Bureau, Columbus, Ohio; Vocational Rehabilitation Service, Washington, D.C.; Sir George Williams College, Montreal, Canada; Western Personnel Service, Los Angeles, California; Mr. Earl Dome, Counselor for Adults in the Young Men's Christian Association, Seattle, Washington; Dr. Paul Brainerd, Psychological Consultant, Los Angeles, California; and Dr. J. Gustav White, Adult Counselor, Los Angeles, California.

Carefully prepared written instructions were sent to each counselor which directed him to be watching for individuals who evidenced, during interviews, very good or very poor adjustment in any of the areas covered by the *Inventory*. To such persons the counselor gave the Adult Form of the *Adjustment Inventory*. Over a period of eight months the ten adult counselors located the following cases: Home Adjustment, 30 individuals with very poor and 61 with very good adjustment; Health Adjustment, 19 with very poor and 49 with very good adjustment; Social Adjustment, 32 who were extremely retiring, and 46 who were very aggressive; Emotional Adjustment, 37 who were poorly adjusted, and 45 who were very well adjusted; Occupational Adjustment, 41 very poorly adjusted, and 44 very well adjusted. Each counselor was paid a small fee for locating these cases. All the counselors had had five or more years of experience in counseling individuals with personal maladjustments.

In Table IV are summarized the means, standard deviations, mean differences, standard errors of the differences, and the critical ratios. Examination of the critical ratios indicates that the *Inventory* clearly differentiated between the extreme groups selected by the counselors in all five areas of personal adjustment.

TABLE IV.—VALIDATING GROUPS SELECTED BY COUNSELORS

ADJUSTMENT AREA	WELL-ADJUSTED GROUP		POORLY-ADJUSTED GROUP		DIFF.	SIGMA OF DIFF.	DIFF. DIVIDED BY SIGMA OF DIFF.
	Mean	Sigma	Mean	Sigma			
Home	4.50	3.28	14.66	4.58	10.16	.94	10.81
Health	3.86	2.58	14.36	5.12	10.50	1.23	8.54
Social	4.96	3.12	21.44	4.70	16.48	.95	17.35
Emotional	4.86	3.42	16.56	4.92	11.70	.96	12.19
Occupational	3.72	3.02	15.74	4.94	12.02	.89	13.51

PROBABLE ERRORS OF MEASUREMENT

In Table V are listed the probable errors of measurement of the five types of adjustment and the total score of the *Inventory* for adults of both sexes.

TABLE V.—PROBABLE ERRORS OF MEASUREMENT

	MEN	WOMEN		MEN	WOMEN
Home	1.25	1.26	Emotional	1.10	1.45
Health	1.27	1.26	Occupational	1.74	1.68
Social	1.49	1.70	Total Score	3.14	3.42

INTERCORRELATIONS

In Table VI are reported the coefficients of intercorrelation of the five sections of the *Inventory*.

TABLE VI.—COEFFICIENTS OF INTERCORRELATION (N = 109)

Home and Health.....	.26 ± .06	Health and Emotional.....	.50 ± .05
Home and Social.....	-.06 ± .07	Health and Occupational.....	.10 ± .07
Home and Emotional.....	.35 ± .05	Social and Emotional.....	.51 ± .05
Home and Occupational.....	.22 ± .06	Social and Occupational.....	.04 ± .07
Health and Social.....	.10 ± .07	Emotional and Occupational.....	.35 ± .06

ACKNOWLEDGMENTS

The author is greatly indebted to the following persons who have co-operated in the standardization of the Adult Form of the *Inventory*: Mr. Earl Dome, Counselor, Young Men's Christian Association, Seattle, Washington; Dr. Paul Popenoe, Director, Institute of Family Relations, Los Angeles, California; Dr. Herbert Moore, Professor of Psychology, Mt. Holyoke College, South Hadley, Massachusetts; Dr. Paul Brainerd, Psychological Consultant, Los Angeles, California; Mrs. C. C. Pfanstiehl, Psychometrist, Young Women's Christian Association, Chicago, Illinois; Mr. F. R. Stillwell, Vocational Rehabilitation Service, United States Office of Education, Washington, D.C.; Dr. James McClintock, Professor of Psychology, Drew University, Madison, New Jersey; Mr. E. F. Sheffield, Registrar, Sir George Williams College, Montreal, Canada; Miss Helen Fisk, Associate Director, Western Personnel Service, Pasadena, California; Mr. John Patchen, Adult Counselor, Columbus Counseling Bureau, Columbus, Ohio; Dr. J. Gustav White, Adult Counselor, Los Angeles, California; Miss Gertrude Sykes, Personnel Director, Schuster's Department Stores, Milwaukee, Wisconsin; and Mr. H. A. Campion, Assistant Superintendent of Schools, Los Angeles, California.

REPORT TO AUTHOR

In order that more extensive norms may be compiled the author will appreciate receiving scores obtained from the use of the *Inventory*. Communications should be addressed in care of the Chico State College, Chico, California.

PRICE SCALE

Sample sets, 25 cents. Package lots: 25 copies, \$1.75; 50 copies, \$3.00; 100 copies, \$5.50; 500 copies, \$25.00; 1,000 copies, \$40.00.

THE ADJUSTMENT INVENTORY

ADULT FORM

By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford University, California

NAME

SEX

OCCUPATION

MARRIED OR SINGLE

EDUCATION (HIGH-SCHOOL GRADUATE, ETC.)

DATE

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself. These questions have been carefully selected, and then given to a large number of persons. By comparing your answers with the answers of the group you will secure a more accurate notion of your own characteristics. The value of this to you will be in proportion to the care and honesty with which you answer each question.

Your answers to the questions will be treated in the strictest confidence. Therefore, feel free to give candid replies. There are no *right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?." Use the question mark *only* when you are certain that you cannot answer "Yes," or "No." There is no time limit; but work rapidly.

If you are not employed now, answer the occupational questions with reference to the last position which you held. Housewives who are not employed outside the home should omit the questions referring to working conditions.

NO.	SCORE	DESCRIPTION	REMARKS
a			
b			
c			
d			
e			

- 1a Yes No ? Does the place in which you live now in any way interfere with your obtaining the social life which you would like to enjoy?
- 2d Yes No ? Do you have ups and downs in mood without apparent cause?
- 3b Yes No ? Are you troubled occasionally by a skin disease or skin eruption such as athlete's foot, carbuncles, or boils?
- 4c Yes No ? Do you feel self-conscious when you have to ask an employer for work?
- 5e Yes No ? Do you sometimes get badly flustered and "jittery" in your present job?
- 6b Yes No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 7a Yes No ? Do you feel that your present home environment allows you enough opportunity to develop your own personality?
- 8c Yes No ? Do you like to participate in festival gatherings and lively parties?
- 9e Yes No ? Do you think you made the wrong selection of your occupation?
- 10d Yes No ? Have you ever been extremely afraid of something which you knew could do you no harm?
- 11a Yes No ? Is any member of your present home very nervous?
- 12e Yes No ? Does your present work allow you time off each year for some vacation?
- 13b Yes No ? Have you ever been anemic (lacking in red blood corpuscles)?
- 14d Yes No ? Do you worry too long over humiliating experiences?
- 15e Yes No ? Do you find it difficult to start a conversation with a stranger?
- 16a Yes No ? Did you disagree with your parents about the type of occupation you should enter?
- 17c Yes No ? Does it upset you considerably to have some one ask you to speak when you have had no time to prepare your talk?
- 18d Yes No ? Does some particular useless thought keep coming into your mind to bother you?
- 19b Yes No ? Do you take cold rather easily from other people?
- 20e Yes No ? Do you think you must "play politics" to get promotion or an increase in pay in your present job?
- 21c Yes No ? Do you keep in the background on social occasions?
- 22a Yes No ? Have you had unpleasant disagreements over such matters as religion, politics, or sex with the person or persons with whom you live?
- 23d Yes No ? Do you get upset easily?
- 24b Yes No ? Do you find it necessary to watch your health carefully?
- 25a Yes No ? Has there ever been a divorce among any members of your immediate family?
- 26e Yes No ? Has your employer always treated you fairly?
- 27b Yes No ? Do you frequently come to your meals without really being hungry?
- 28d Yes No ? Are you often in a state of excitement?
- 29c Yes No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 30e Yes No ? Do you think that you have to work too long hours on your present job?
- 31a Yes No ? Have any of the members of your present home made you unhappy by criticizing your personal appearance?
- 32c Yes No ? Do you find that you tend to have a few close friends rather than many casual acquaintances?
- 33b Yes No ? Have you had an illness from which you feel that you have not completely recovered?
- 34d Yes No ? Does criticism disturb you greatly?
- 35a Yes No ? Are you happy and contented in your present home environment?
- 36e Yes No ? Would you like to secure some other job than the one you now hold?
- 37c Yes No ? Are you often the center of favorable attention at a party?
- 38b Yes No ? Do you frequently have shooting pains in the head?
- 39d Yes No ? Are you troubled with the idea that people are watching you on the street?
- 40a Yes No ? Do you feel a lack of affection and love in your present home?
- 41e Yes No ? Do you have considerable difficulty in knowing just where you stand with your present employer?
- 42b Yes No ? Do you suffer from sinusitis or any obstruction in your breathing?
- 43d Yes No ? Are you bothered by the feeling that people are reading your thoughts?
- 44c Yes No ? Do you make friends readily?
- 45e Yes No ? Do you feel that your present employer or boss holds a personal dislike or grudge toward you?
- 46a Yes No ? Do the person or persons with whom you now live understand you and sympathize with you?
- 47d Yes No ? Do you day-dream frequently?
- 48b Yes No ? Has any illness you have had resulted in a permanent injury to your health?
- 49e Yes No ? Do you have to work on your present job with certain people whom you dislike?
- 50c Yes No ? Do you hesitate to enter a room by yourself when a group of people are sitting around talking together?
- 51a Yes No ? Do you feel that your friends have happier home environments than you?
- 52c Yes No ? Do you often hesitate to speak out in a group lest you say and do the wrong thing?
- 53b Yes No ? Do you have difficulty in getting rid of a cold?
- 54d Yes No ? Do ideas often run through your head so that you cannot sleep?

- Yes No ? Does any person with whom you live now become angry at you very easily?
 Yes No ? Are you getting enough pay on your present job to support those who are dependent upon you?
 Yes No ? Are you troubled with too high or too low blood pressure?
 Yes No ? Do you worry over possible misfortunes?
 Yes No ? If you come late to a meeting would you rather stand or leave than take a front seat?
 Yes No ? Is your present boss or employer an individual whom you feel you can always trust?
 Yes No ? Are you subject to hay fever or asthma?
 Yes No ? Are the members of your present home congenial and well-suited to each other?
 Yes No ? At a reception or a tea do you seek to meet the important person present?
 Yes No ? Do you feel that your employer is paying you a fair salary?
 Yes No ? Are your feelings easily hurt?
 Yes No ? Are you troubled much with constipation?
 Yes No ? Do you dislike intensely certain people with whom you live now?
 Yes No ? Are you sometimes the leader at a social affair?
 Yes No ? Do you like all the people with whom you work on your present job?
 Yes No ? Are you bothered by the feeling that things are not real?
 Yes No ? Do you occasionally have conflicting moods of love and hate for members of your immediate family?
 Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire but with whom you are not well acquainted?
 Yes No ? Do you frequently experience nausea or vomiting or diarrhea?
 Yes No ? Do you blush easily?
 Yes No ? Have the actions of any person with whom you now live frequently caused you to feel blue and depressed?
 Yes No ? Have you frequently changed jobs during the last five years?
 Yes No ? Do you ever cross the street to avoid meeting somebody?
 Yes No ? Are you subject to tonsillitis or other throat ailments?
 Yes No ? Do you often feel self-conscious because of your personal appearance?
 Yes No ? Does your present job fatigue you greatly?
 Yes No ? Is the home where you live now often in a state of turmoil and dissension?
 Yes No ? Do you consider yourself rather a nervous person?
 Yes No ? Do you greatly enjoy social dancing?
 Yes No ? Are you subject to attacks of indigestion?
 Yes No ? Did either of your parents frequently find fault with your conduct when you lived with them?
 Yes No ? Do you feel that you have adequate opportunities to express your own ideas in your present job?
 Yes No ? Do you find it very difficult to speak in public?
 Yes No ? Do you feel tired most of the time?
 Yes No ? Is the pay in your present work so low that you worry lest you be unable to meet your financial obligations?
 Yes No ? Are you troubled with feelings of inferiority?
 Yes No ? Do the personal habits of some of the people with whom you now live irritate you?
 Yes No ? Do you often feel just miserable?
 Yes No ? Has it been necessary for you to have frequent medical attention?
 Yes No ? Have you had a number of experiences in appearing before public gatherings?
 Yes No ? Have you been able to get the promotions you desire in your present job?
 Yes No ? Does any member of your present home try to dominate you?
 Yes No ? Do you often feel fatigued when you get up in the morning?
 Yes No ? Do any of the people with whom you work have personal habits and characteristics which irritate you?
 Yes No ? When you are a guest at an important dinner do you do without something rather than ask to have it passed to you?
 Yes No ? Does it frighten you to be alone in the dark?
 Yes No ? Did your parents tend to supervise you too closely when you lived with them?
 Yes No ? Have you found it easy to make friendly contacts with members of the opposite sex?
 Yes No ? Are you considerably underweight?
 Yes No ? Does your present job force you to hurry a great deal?
 Yes No ? Have you ever, when you were on a high place, been afraid that you might jump off?
 Yes No ? Do you find it easy to get along with the person or persons with whom you live now?
 Yes No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
 Yes No ? Do you frequently have spells of dizziness?
 Yes No ? Are you often sorry for the things you do?
 Yes No ? Does your present employer or boss take all the credit for a piece of work which you have done yourself?

- 111a Yes No ? Do you have frequent disagreements with the individual or individuals where you live now concerning the way things are to be done about the house?
- 112d Yes No ? Do you get discouraged easily?
- 113b Yes No ? Have you had considerable illness during the last ten years?
- 114c Yes No ? Have you had experience in making plans for and directing the actions of other people such as committee chairman, leader of a group, etc.?
- 115e Yes No ? Do you feel that you are just a cog in an inhuman machine in your present job?
- 116a Yes No ? Does any person in the place you now live frequently object to the companions and friends with whom you like to associate?
- 117b Yes No ? Are you subject to attacks of influenza?
- 118e Yes No ? Does your present employer or boss praise you for work which you do well?
- 119c Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 120d Yes No ? Have you frequently been depressed because of the unkind things others have said about you?
- 121a Yes No ? Are any of the members of your present household very easily irritated?
- 122b Yes No ? Do you have many colds?
- 123d Yes No ? Are you easily frightened by lightning?
- 124c Yes No ? Are you troubled with shyness?
- 125e Yes No ? Did you enter your present job because you yourself really wanted to go into it?
- 126b Yes No ? Have you ever had a major surgical operation?
- 127a Yes No ? At home did your parents frequently object to the kind of companions you went around with?
- 128c Yes No ? Do you find it easy to ask others for help?
- 129e Yes No ? Do you get discouraged in your present work?
- 130d Yes No ? Do things often go wrong for you from no fault of your own?
- 131a Yes No ? Would you like very much to move from the place where you now live so that you might have more personal independence?
- 132c Yes No ? When you want something from a person with whom you are not very well acquainted, would you prefer to write a note or letter to the individual than go and ask him or her personally?
- 133b Yes No ? Have you ever been seriously injured in any kind of an accident?
- 134d Yes No ? Do you dread the sight of a snake?
- 135e Yes No ? Do you feel that your work is supervised by too many different bosses?
- 136b Yes No ? Have you lost considerable weight recently?
- 137a Yes No ? Does the lack of money tend to make your present home life unhappy?
- 138c Yes No ? Would it be difficult for you to give an oral report before a group of people?
- 139e Yes No ? Is your present job very monotonous?
- 140d Yes No ? Are you easily moved to tears?
- 141b Yes No ? Do you frequently feel very tired toward the end of the day?
- 142a Yes No ? When you lived with your parents did either of them frequently criticize you unjustly?
- 143d Yes No ? Does the thought of an earthquake or a fire frighten you?
- 144c Yes No ? Do you feel embarrassed when you have to enter a public assembly by yourself after everyone else has been seated?
- 145e Yes No ? Do you find that you have very little real interest in your present job?
- 146b Yes No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 147a Yes No ? Is there anyone at the place where you live now who insists on your obeying him or her regardless of whether or not the request is reasonable?
- 148c Yes No ? Did you ever take the lead to enliven a dull party?
- 149e Yes No ? Do you feel that your immediate superior or boss lacks sympathy and understanding in dealing with you as an employee?
- 150d Yes No ? Do you often feel lonesome even when you are with people?
- 151a Yes No ? As a youth did you ever have a strong desire to run away from home?
- 152b Yes No ? Do you have many headaches?
- 153d Yes No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 154c Yes No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 155e Yes No ? Do you sometimes feel that your employer does not show real appreciation of your attempts to do your job in a superior manner?
- 156b Yes No ? Have you ever had scarlet fever or diphtheria?
- 157a Yes No ? Do you sometimes feel that you have been a disappointment to your parents?
- 158c Yes No ? Do you take responsibility for introducing people at a party?
- 159e Yes No ? Do you experience a fear of losing your present job?
- 160d Yes No ? Do you frequently have spells of the blues?

Appendix D.--FORM LETTER

Fort Collins, Colorado
Rockwell Hall - West
June 25, 1943

Miss Wylle B. McNeal
Head of the Department of Home Economics
University of Minnesota
St. Paul, Minnesota

Dear Miss McNeal:

I am making a study of the adjustment problems of student teachers in homemaking education. I am interested in obtaining check lists or questionnaires providing data relative to the following questions:

1. What common problems in adjustment confront student teachers in their relationships with the school personnel and with the pupils?
2. What common problems confront student teachers in their classrooms?
3. What social problems confront student teachers?

Thank you for your cooperation and kind assistance.

Sincerely yours,

Marie S. Nagovsky

Appendix E.--MASTER SHEETS FOR GATHERING DATA

Figure 1.--STUDENT TEACHER SUPERVISOR'S RATING OF PERSONAL QUALITIES OF 10 STUDENT TEACHERS IN HOME MAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Case	Personal Appearance	Physical vitality	Self-control	Courage	Honor	Refinement	Disposition	Enthusiasm	Neatness	Tolerance	Punctuality	Dependability	Tact	Cooperation	Adaptability	Initiative	Industry	Considerateness	Good judgment	Expressiveness	Progressiveness	Reaction to suggestion	Total					
																							a	b	c	d	f	
A	b	c	c	d	a	b	a	c	b	c	a	b	a	a	b	c	b	b	c	c	b	b	5	9	7	1	0	
B	b	b	b	b	a	b	c	b	c	c	c	b	b	b	a	b	b	b	b	b	b	a	3	15	4	0	0	
C	a	b	b	c	a	a	b	c	b	c	b	a	b	a	b	b	a	a	a	b	a	a	10	9	3	0	0	
D	a	a	c	b	a	a	b	b	a	c	a	a	b	a	a	a	a	c	b	b	a	a	13	6	3	0	0	
E	c	d	c	c	b	c	c	c	c	d	c	d	c	c	c	c	c	b	c	d	c	c	0	2	16	4	0	
F	a	c	b	c	b	b	b	b	b	b	a	a	b	a	b	b	b	b	b	c	b	a	5	14	3	0	0	
G	a	a	b	b	b	b	c	a	a	b	b	b	b	a	a	a	a	b	b	b	a	a	10	11	1	0	0	
H	b	b	a	b	a	a	b	a	b	b	b	a	b	a	b	b	a	a	b	b	b	a	9	13	0	0	0	
I	c	d	c	d	b	b	d	d	c	c	c	d	c	d	f	d	d	c	f	d	d	d	0	2	7	11	2	
J	b	b	b	b	b	c	c	b	b	c	c	c	c	b	b	b	b	b	b	c	b	a	1	14	7	0	0	

Totals	a	4	2	1	0	5	3	1	2	2	0	3	4	1	6	3	2	4	2	1	0	3	7	56	95	51	16	2
	b	4	4	5	5	5	5	4	4	5	3	3	3	6	2	5	6	4	6	6	5	5	1					
	c	2	2	4	3	0	2	4	3	3	6	4	1	3	1	1	1	2	2	3	1	1						
	d	0	2	0	2	0	0	0	1	0	1	0	2	1	1	0	1	1	0	0	2	1	1					
	f	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0						

Figure 2.--RESULTS OF THE BELL ADJUSTMENT INVENTORY ADMINISTERED TO 10 STUDENT TEACHERS IN HOMEMAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Case	Home					Health					Emotional					Occupational					Social					Total				
	Excellent	Good	Average Unsatisfactory	Very unsatisfactory	Excellent	Good	Average Unsatisfactory	Very unsatisfactory	Excellent	Good	Average Unsatisfactory	Very unsatisfactory	Excellent	Good	Average Unsatisfactory	Very unsatisfactory	Very aggressive	Aggressive	Average	Retiring	Very retiring	Excellent	Good	Average Unsatisfactory	Very unsat.					
A			x		x								x		x				x						x					
B	x					x				x					x										x					
C		x				x						x		x					x						x					
D	x					x		x					x				x								x					
E			x			x				x					x				x						x					
F			x			x				x				x			x								x					
G	x				x			x							x				x						x					
H	x					x				x					x				x						x					
I			x			x						x		x					x						x					
J			x			x					x				x		x								x					
Total	4	1	5	0	0	2	7	1	0	0	2	3	4	1	0	3	4	3	0	0	4	0	6	0	0	23	5	0	0	

Figure 3.--PERSONAL DATA SHOWN ON STUDENT HEALTH SERVICE RECORDS, MONTANA STATE UNIVERSITY, FOR 10 STUDENT TEACHERS IN HOME MAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Case	Age	A.C.E.* Percentile Rank	Race	Height (Inches)	Weight (Pounds)	Nationality Heritage	Single	Married	Parents		No. living brothers & sisters	General appearance and Deformi- ties	Personal handi- caps	Scholas- tic Grade Point Average
									Mother Age	Father				
A	22	51.8	White	66 $\frac{1}{2}$	124	German- Irish	x		55	64	4	Well developed. Eight stiff vertebrae	Keeps in background on social occasions. Easily dis- couraged. Very easily frightened. Feelings al- ternate be- tween joy and sadness.	1.36
B	23	79.0	White	63	120	German		x	58	62	3	Well developed. General health good.	Worry over possible misfor- tunes. Sym- ptoms of nervousness and excita- bility.	1.31

Note: *refers to American Council on Education Psychological Examination.

C	28	32.9	White	63	110	American	x	49	62	1	General health considered good.	Easily frightened. Worry over possible misfortune that rarely come to pass.	1.67
D	22	76.4	White	67	125	American	x	54	60	2	Well developed. General health good.	Easily frightened.	1.57
E	23	58.0	White	61 $\frac{1}{4}$	94 $\frac{1}{2}$	Bohemian	x	57	59	2	Fairly healthy. Undernourished. Pregnant at time of student teaching.	Had moments of uncontrollable anger. Feelings alternated between joy and sadness.	1.20
F	22	66.4	White	63 $\frac{1}{2}$	105	American	x	58	62	1	General health good. Well developed.	Easily discouraged. Worry over possible misfortunes that rarely come to pass.	1.41

G	23	76.1	White	63 $\frac{1}{4}$	107	English	x	56	60	0	Good physical condition.	Kept in background on social occasions. Found it difficult to stop laughing once she got started.	2.18
H	21	71.6	White	58	94	French-Irish	x	39	43	1	General health (twin)good.	Moments of uncontrollable anger. Feelings alternated easily between joy and sadness.	1.63
I	22	85.4	White	64 $\frac{1}{4}$	139	American	x	50	53	5	General health good.	Kept in background on social occasions. Easily discouraged. Feelings alternated easily between joy and sadness.	1.70

J	23	No re- cord	White	62 $\frac{1}{2}$	115	Ameri- can	x	54	59	2	General health good.	Found it dif- ficult to stop laughing once she got started. Be- came easily discouraged.	1.20
---	----	-------------------	-------	------------------	-----	---------------	---	----	----	---	-------------------------	--	------

Figure 4.--EXTRA-CURRICULAR ACTIVITIES AS SHOWN ON RECORDS OF THE HOME MAKING DEPARTMENT AT MONTANA STATE UNIVERSITY FOR 10 STUDENT TEACHERS IN HOME MAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Case	Home	High School	Part-Time Work	
			Yes	No
A	Kept house for two years while mother worked, assuming buying, preparation, serving of food, and food preservation. Assisted with gardening since childhood. Assisted with food preparation for thrashing crew. Sewed for self and other members of family beginning in high school. Selected paper and papered two rooms of home.	Basketball captain for two years. Vice-president of junior and senior classes. Manager of Photography Club. Secretary of Press Club. Feature editor of school paper. Vice-president of student body. Elected Christmas queen in senior year. Awarded American Legion Citizenship medal. Attended St. Margaret's Academy.		x
B	Took care of sick at home, adults and children. Assumed responsibility of care of home, meal planning, cleaning, budgeting, and buying of food. Made most of own clothing and made children's clothing.	Library assistant for one year. Member of Home Economics Club, Girls Athletic Association, and Girls Club. Secretary for home room.		
C	Married life had given her a wide experience, such as home management, budgeting, marketing, meal planning and preparation, food preservation, gardening (victory). Sewed for self, others, and home. Planned recreation.	Library assistant for three years. French Club secretary. Member of Glee Club, on membership and finance committee of Girls Club. Home Room secretary. Member of Girls Athletic Association.		

Case	Home	High School	Part-Time Work	
			Yes	No
D	Made own garments during the past eight years. Had complete charge of home, planning and preparation of meals for three people for two summers while mother was away. Assisted with food preservation.	Member of orchestra for four years. Secretary of home room. Worked on school paper for one year. Member of Girls Athletic Association and Home Economics Club.		
E	Assisted with care and upkeep of five-room house. Prepared evening meal and assisted with marketing. After marriage assumed all responsibilities. Lived in an apartment. Managed finances. Husband, a pharmacist student at university. He worked part-time at a drug store.	Member of Home Economics Club, Girls Club. Received high school diploma in piano. Member of Glee Club.		
F	Selected some of clothing for self. Made most of her own dresses. Complete charge of home for father and brother for a short while. Assisted every year with food preservation. Planned menus and marketed and prepared food for five girls for one week at summer cottage. Assisted with family marketing and food preparation.	President of Campfire Girls. Junior counselor at Campfire summer camp. Circulation manager for high school paper, annual staff, Press Club president. Member of Quill and Scroll, Thespians, French Club, National Honor Society. Chairman, costume committee for two plays.		

Case	Home	High School	Part-Time Work	
			Yes	No
G	Assumed full responsibility of managing and caring for home. Planned and bought food and prepared meals. Responsible for food preservation. Made own clothes for ten years.	Attended high school at Champion, Alberta, Canada. Played in high school orchestra and sang in chorus. Played piano for church and Sunday School. Taught Sunday School Bible class.		
H	Assumed complete charge of home during mother's frequent absences. Made most of own clothes in past eight years, also some of mother's clothes. Spent summers on grandmother's ranch. Assisted in preparation of meals during harvesting for thirty men. Assisted with food preservation.	Secretary of Quill and Scroll, Journalism honorary. Member of Thespians, Dramatics Club, Pep Club, Activity Club, Girls Athletic Association; advertising manager of annual; president of home room; vice-president of Spanish Club. Member of National Honor Society. On staff of school paper.		
I	Planned and prepared meals. Assisted in keeping house clean. Worked on dude ranch for three years, assisting in dining room, kitchen, and laundry, and with cleaning. Governess for a small boy for three summers. Made some of own clothes.	Valedictorian of class. Girl Scout for five years. Orchestra work for four years. Member of Home Economics Club.		

Case	Home	High School	Part-Time Work	
			Yes	No

J Assisted in gardening, care of home, food preservation, buying and preparing food. Sewed for self and others. Remodeled garments. Re-decorated rooms. Made draperies of home.

Member of band and basketball team, Home Economics Club, Glee Club. Took part in class play and declamatory contest.

Case	University	Major	Minor	Part-Time Work		Cultural and Educational
				Yes	No	
A	Manager of Student Cooperative. Vice-President of Education Club. Member of Womens Athletic Association for three years. Student assistant in Foods Laboratory at Montana State University. Worked for Red Cross and assisted in various drives. Collected historical objects and clippings about Montana.	Home	Chem-			As 4H Club member made three trips to State Fair, including state convention, International Exposition, and national convention in Chicago. Was a 4H Club member for 12 years, completing projects in clothing, food preparation and preservation, room improvement, yard beautification, and handcraft. Competed in several judging and demonstration contests. Attended community concerts.
		Eco-	is-			
		no-	try			
		mics	Latin	x		
B	Clerk at Woolworth's. Taught seventh and eighth grade home economics one day a week at Bonner, Montana. President of Home Economics Club. Awarded Red Cross Instructors certificate and badge. Swam in Northwest Telegraphic Meet. Member of Education Club. Worked for Red Cross and assisted with various drives.	Home	Chem-			Member of 4H Club. Completed projects in clothing, food preparation and preservation, and room improvement. Can knit and crochet. Attended community concerts and recitals. Enjoyed planning dinner parties.
		Eco-	ist-			
		no-	ry			
		mics	Fine Arts			
				x		

Case	University	Major	Minor	Part-Time Work		Cultural and Educational
				Yes	No	
C	Member of Alpha Phi, Home Economics Club, Masquers, and secretary of Education Club. Worked at Woolworth's during Christmas rush. Part-time telephone operator for four years. Assisted with scrap drives (war). Worked on University switch board.	Home Eco- no- mics	Chem- is- try Span- ish		x	Attended community concerts and recitals, university plays, and visited art exhibits. Masquers counselor
D	Member of Alpha Chi Omega, Home Economics Club, chorus (1½ years). Was in operetta <u>Vagabond King</u> . Social chairman, treasurer and member of Senior Board of Alpha Chi Omega. Baton twirler. Taught seventh and eighth grade home economics at Bonner, Montana. Helped with scrap drives (war).	Home Eco- no- mics	Chem- is- try Span- ish		x	Attended community concerts, recitals, and plays. Enjoyed art exhibits. Collected bells from different countries with a story about each.
E	Member of Home Economics Club, Newman Club; Vice-president of Education Club, Art Club. Assisted with Arbor Day luncheon. Was <u>Meg</u> in <u>Little Women</u> .	Home Eco- no- mics	Chem- is- try Art			Played and sang in quartet over radio. Visited most of central states. Enjoyed painting, sports, basketball, and tennis. Attended university concerts, recitals, plays.

Case	University	Major	Minor	Part-Time Work		Cultural and Educational
				Yes	No	
F	Member of Delta Gamma, Womens Athletic Association counselor; member of Debate Club, Home Economics Club, Education Club; sorority social chairman. Member of orchestra and band. Rush captain for sorority. Worked at Missoula Mercantile and Montgomery Ward as a clerk.	Home Eco- no mics	Chem- is- try Mathe- mat- ics French		x	Attended community concerts, recitals, and plays. Attended World's Fair in San Francisco. Enjoyed music and literature.
G	Member of Home Economics Club, Education Club, Methodist Student Group; played with University Concert Orchestra for three quarters.	Home Eco- no mics	Chem- is- try Latin Music			Belonged to Book-of-the-Month Club. Traveled from state of Washington to Ohio and through southern states and Saskatchewan Canada. Enjoyed music, concerts, and recitals. Played piano and viola.
H	Member of Delta Gamma, Womens Athletic Association, Masquers, Spur, Home Economics Club, Education Club, Aquamaids, SluiceBox, Creative Writer's Club, National Sophomore Women's honorary, Associated Women Students, Swimming Team,	Home Eco- no mics	Chem- is- try Span- ish		x	Attended community concerts, recitals, and plays. Reading was a special hobby. Traveled considerably. Worked on ranch; cared for children; worked in office for Vegar Air Craft Company, Burbank, California. Student assistant in university library.

Case	University	Major	Minor	Part-Time Work		Cultural and Educational
				Yes	No	
H	(Continued) Social director of sorority. On staff of <u>University Library Magazine</u> .					
I	Worked for room and board one quarter and for National Youth Administration for three years. Did light housekeeping, waited tables at Girls' Cooperative. Chairman of refreshment committee for Wesley Foundation for one year. Member of Home Economics Club. Secretary to Director of School of Religion for three years.	Home	Chem- Eco- is- no- try mics Span- ish			Representative of Wesley Foundation at Regional Conference in California for two years.
J	Member of Home Economics Club, Education Club, and College Band.	Home	Chem- Eco- is- no- try mics French	x		Lived on farm the greater part of life. Studied music. Traveled some in United States and Canada. Enjoyed music. Attended concerts and plays.

Figure 5.--ADJUSTMENT PROBLEMS OF 10 STUDENT TEACHERS IN HOME MAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Faculty Relationship Problems	Student Teachers										Total
	A	B	C	D	E	F	G	H	I	J	
Does the student teacher:											
1. Feel secure with the faculty when she realizes that she is accepted only on a temporary or apprenticeship basis?	x	x					x	x	x	x	6
2. Accept responsibilities and management of the department, without fear, and student teaching as a real challenge?	x	x	x		x	x	x		x	x	8
3. Feel at ease when working with her superiors?	x	x			x		x				4
4. Comply with all school policies when she does not take a voice in school matters at faculty meetings and is not conversant with the policies and details preceding such meetings?	x	x		x	x	x			x		6
5. Understand more clearly the importance of professional ethics?						x		x	x	x	4
6. Cooperate?		x							x		2
7. Accept constructive criticism willingly?						x			x		2
8. Develop tolerance and interest in helping others?					x	x				x	3

Faculty Relationship Problems

Student Teachers
A B C D E F G H I J Total

9. Develop ability to evaluate herself in various situations?	x	x	x	x	x	x	x		x	x	8
10. Know how much to do or not to do in a teachers' group?	x			x						x	3

Total	4	5	4	4	6	4	4	2	7	6	

Figure 6.--ADJUSTMENT PROBLEMS OF 10 STUDENT TEACHERS IN HOMEMAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Pupil Relationship Problems	Student Teachers										Total	
	A	B	C	D	E	F	G	H	I	J		
Does the student teacher?												
1. Feel secure in answering the questions of pupils when they know that she is in the process of learning how to teach?	x	x		x	x	x	x	x	x	x		8
2. Avoid becoming too familiar with pupils?		x						x	x			3
3. Adopt a reasonable standard of relationships with pupils in and outside the classroom?	x	x					x	x	x	x	x	7
4. Guide adolescent pupils intelligently?	x	x	x	x	x	x	x	x	x	x	x	10
5. Keep calm in an emergency, recognizing personal peculiarities of pupils?						x	x		x			3
6. Avoid problems of pupils' "putting it over" on the student teacher?		x	x							x	x	4
7. Encourage and get cooperation of pupils at all times?			x	x	x	x				x		5
8. Maintain alertness to the individual needs of the pupils?	x	x	x				x	x		x	x	7

Pupil Relationship Problems

	Student Teachers										Total
	A	B	C	D	E	F	G	H	I	J	
9. Know how much to confide personal affairs in pupils?	x				x			x		x	4
10. Develop a tolerance for the personality of the pupils?					x	x		x			3

Total	4	6	5	4	6	5	6	6	6	6	

Figure 7.--ADJUSTMENT PROBLEMS OF 10 STUDENT TEACHERS IN HOME MAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Classroom Problems	Student Teachers										Total	
	A	B	C	D	E	F	G	H	I	J		
Does the student teacher:												
1. Maintain humanity and a professional attitude in her teaching?	x	x			x			x	x	x		6
2. Avoid losing confidence and respect of her pupils?	x		x	x					x	x		5
3. Maintain poise and a sense of security before a group of pupils?	x		x		x	x		x		x		6
4. Adjust learning activity to experiences, abilities, interests, and needs of pupils, thereby recognizing the individual differences of pupils?	x	x	x	x	x	x		x	x			8
5. Analyze the cause and avoid the occurrence of discipline problems and know how to use corrective disciplinary measures?	x	x	x	x	x	x	x	x	x			9
6. Understand the individual pupil as being part of the group and having certain capacities for learning?					x		x	x		x	x	5
7. Provide for and encourage wholesome attitudes among pupils?					x			x				2
8. Interpret college subject matter on a high school level and maintain continued interest of the group?							x	x		x		3

Classroom Problems

Student Teachers											Total
A	B	C	D	E	F	G	H	I	J		

9.	Have pupils realize the importance and privilege of being in school during the war?	x	x			x		x				4
10.	Know the background of her pupils?	x	x	x	x	x	x	x	x	x	x	10

Total		7	5	5	6	6	6	6	5	7	5	

Figure 8.--ADJUSTMENT PROBLEMS OF 10 STUDENT TEACHERS IN HOME MAKING AT MISSOULA COUNTY HIGH SCHOOL, MISSOULA, MONTANA, 1942-44

Social Problems	Student Teachers										Total	
	A	B	C	D	E	F	G	H	I	J		
Does the student teacher:												
1. While making home visits, establish rapport with parents?	x		x	x	x		x		x	x	7	
2. Develop initiative and security in social undertakings?	x		x		x	x	x	x	x	x	8	
3. Become a part of the community during her student teaching period?			x							x	2	
4. Accept and take part in the social life of the community?					x			x		x	3	
5. Accept living conditions happily?						x				x	2	
6. Overcome uncertainty in making decisions?	x	x	x	x	x	x	x	x	x	x	10	
7. Conform to standards of dress and conduct of the community?								x		x	2	
8. Adapt easily to various classes and social groups in the community?						x				x	x	3

Social Problems

Student Teachers
 A B C D E F G H I J Total

9.	Find sufficient time for recreation and personal living during her student teaching period?	x	x	x	x		x	x	x	x	x	9
10.	Overcome self-consciousness and develop self-confidence when in a group?		x			x	x	x	x	x		6

	Total	4	4	5	3	6	4	7	4	8	7	

B I B L I O G R A P H Y

BIBLIOGRAPHY

1. Alexander, Thomas. A wider extension of the content of student teaching. Educational administration and supervision, 16:352-8, May 1930.
2. Anderson, J. T. Cooperation in preparing teachers for public schools. Educational administration and supervision, 24:531-6, October 1938.
3. Anderson, L. My experiences as an apprentice teacher in vocational homemaking. Practical home economics, 16:196, May 1938.
4. Ballard, Carmen. A study of supervised student teaching in home economics at Oregon State College. Master's thesis, 1940. Oregon state college. 107 p. ms.
5. Barr, A. S., Burton, W. H. and Brueckner, L. J. Principles and practices in the improvement of instruction. New York, D. Appleton-Century Company, 1938.
6. Baker, F. E. Major issues in the education of teachers. Child health education, 14:389-93, May 1938.
7. Boynton, Paul L., Dugger, Harriet and Turner, Masal. The emotional stability of teachers and pupils. Journal of juvenile research, 18:232, October 1934.
8. Brogan, W. Recent trends in teacher preparation. Educational trends, 9:5-8, January 1941.
9. Camp, Cordelia. A cross section of student teachers' evaluations of their own needs. Educational administration and supervision, 30:48-56, January 1944.
10. Capo Caballero, Carmelina. A program for student teaching in homemaking in Puerto Rico. Master's thesis, 1939. Colorado state college of agriculture and mechanic arts. 176 p. ms.

11. Charters, W. W. The teaching of ideals. New York, Macmillan Company, 1928. 372 p.
12. Crabtree, James William. Personality in supervision. National education association. Journal of proceedings and addresses, 1915:516-519.
13. Crawford, C. C. and Neilson, Alice A. Student teaching requirements and facilities in teachers colleges. School and society, 41:684-6, May 18, 1935.
14. Dewey, John. Experiences in education. New York, Macmillan Company, 1938. 116 p.
15. Eliassen, R. H. Pre-training and selection of teachers. Educational administration and supervision, 19:161-172. March 1933.
16. Elliott, Harrison S., and Elliott, Grace L. Solving personal problems. New York, Henry Holt and Company, 1936. 321 p.
17. Fallgatter, F. Training for home economics teachers. Journal of home economics, 31:462-4, September 1939.
18. Gilchrist, Robert S. Inadequacy of training of secondary school teachers and principals. School review, 39:140-6, February 1931.
19. Gillespie, Mary L. Personality of supervisors of student teaching of home economics. Master's thesis, 1938. Colorado state college of agriculture and mechanic arts. 136 p. ms.
20. Johnson, Merian B. The relation of personality trait ratings and aptitude test grades with the student teaching grades of four hundred fifty students in home economics education at Iowa State College. (Abstract in: U. S. office of education, Vocational division. Abstracts of theses in home economics education, 1931-1934. Washington, D. C. Misc. 1680, p. 76).
21. Knight, F. B. Qualities related to success in teaching. New York, Teachers college, Columbia university, 1922. 67 p. (Contributions to education, number 120).

22. Lyle, Mary S. Preparation to teach homemaking. Journal of adult education, 10:387-9, October 1938.
23. Marsh, Hattie Marie. Building your personality. New York, Prentice-Hall, inc., 1940. 249 p.
24. Mathews, Lee Howard. Qualities associated with teaching efficiency. Doctor's thesis, 1940. University of Wisconsin. (Abstract in: Wisconsin University. Summaries of doctoral dissertations, 1939-1940. Madison, Wisconsin, University of Wisconsin press, 1941.
25. Meyer, Nathan G. Personality can be cultivated. National education association. Journal, 26:205-6, September 1937.
26. Mintle, Vera L. Developing a philosophy for home economics education. Practical home economics, 10:309, October 1932.
27. Morgan, John Jacobs. Psychology of the unadjusted school child. New York, Macmillan Company, 1936. 339 p.
28. Morris, Elizabeth Hunt, Personal traits and success in teaching. New York, Teachers college, Columbia university, 1929. 75 p. (Contributions to education, number 342).
29. Newsom, Shirley. A study of the relations between various scholastic, personality and experience factors and success in student teaching in home economics. Master's thesis, 1933. Colorado state college of agriculture and mechanic arts. 40 p. ms.
30. Mixon, Faye Miriam. The high school student and emotional control. Practical home economics, 10:161-2, May 1932.
31. Pavis, J. O. A study of tensions affecting development of student teachers. Master's thesis, in progress, 1939, University of Purdue. (Abstract in: Association of land-grant colleges and universities. Home economics section. Notes on graduate studies and research in home economics and home economics education, 1939-40. Washington, Bureau of home economics, 1940. p. 200).

32. Plant, James S. Personality in the cultural pattern. New York, The commonwealth fund, 1937. 432 p.
33. Plant, James S. A psychiatrist looks at teacher education. Educational record, 22:137-48, April 1941.
34. Rawson, Wyatt, ed. The freedom we seek. London, New education fellowship, 1937. 202 p.
(" . . . records the work of the Seventh World Conference of the New Education Fellowship, which was held at Cheltenham, England, in August 1936.")
35. Rivlin, Harry N. Educating for adjustment. New York, D. Appleton-Century company, 1939. 412 p.
36. Ryan, Will Carson. Mental health through education. New York, The commonwealth fund, 1938. 315 p.
37. Scharling, Raleigh. Student teaching, an experience program. New York, McGraw-Hill book company, inc., 1940. 329 p.
38. Shaffer, Lawrence F. Psychology of adjustment. New York, Houghton-Mifflin company, 1936. 600 p.
39. Sorenson, Herbert. Psychology in education. New York, McGraw-Hill book company, inc., 1940. 489 p.
40. Spafford, Ivol. Fundamentals in teaching home economics. New York, John Wiley and sons, inc., 1935. 424 p.
41. Strang, Ruth. The role of the teacher in personnel work. New York, Teachers college, Columbia university, 1935. 332 p.
42. Symonds, Percival M. Value of courses in mental hygiene for the personality adjustment of prospective teachers. Mental hygiene, 25:568-675, October 1941.
43. Tyler, Ralph W. Trends in preparation of teachers. School review, 51:207-12, April 1943.
44. Warren, Constance. A new design for women's education. New York, Frederick A. Stokes company, 1940. 277 p.

45. Williamson, Maude and Lyle, Mary Stewart. Home-making education in the high school. Revised edition. New York, D. Appleton-Century company, 1941. 484 p.
46. Wilson, Marie Rayness. The relationship between college life and successful student teaching in homemaking in Colorado. Master's thesis, 1940. Colorado state college of agriculture and mechanic arts. 76 p. ms.

LIBRARY
COLORADO STATE COLLEGE OF A. & M. A.
FORT COLLINS COLORADO