ABSTRACT OF THESIS

THE RELATIONSHIP BETWEEN COLLEGE LIFE AND SUCCESSFUL STUDENT TEACHING IN HOMEMAKING IN COLORADO

Submitted by

Marie Rayness Wilson

In partial fulfillment of the requirements

for the Degree of Master of Science

Colorado State College

of

Agriculture and Mechanic Arts

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The problem investigated in this study was "What is the relationship between college life and successful student teaching in homemaking in Colorado? In order to solve this problem answers to the following questions have been sought:

1. What is the relationship between living conditions in college and student teaching ability in homemaking?

2. What is the relationship between participation in extra-curricular activities in college and student teaching ability in homemaking?

   (a) What is the relationship between participation in professional clubs in college and student teaching ability in homemaking?
   (b) What is the relationship between participation in honorary clubs in college and student teaching ability in homemaking?
   (c) What is the relationship between participation in social clubs in college and student teaching ability in homemaking?

3. What is the relationship between scholastic rating in college and student teaching ability in homemaking?

4. What is the relationship between working one's way through college and student teaching ability in homemaking?

The names of 114 student teachers in the Home Economics Department from Colorado State College of Agriculture and Mechanic Arts were secured from the Teacher Trainer. The living conditions for these student

teachers were rated by the dean of women. Participation in extra-curricular activities and self-support check sheets were filled out by the student teachers. Scholastic ratings were secured from the registrar's files. Check sheets for 92 students were available for use.

In order to study the relationships between certain factors of college life (living conditions, participation in extra-curricular activities, scholastic rating and self-support) and student teaching ability in homemaking, the statistic chi square was employed. The data were classified, rated and scored in the following manner: the living conditions were rated by the dean of women according to the following classification groups of A (highest social opportunities), B (average social opportunities), C (lowest social opportunities).

The extra-curricular activities were divided into professional, honorary, social and total participation. The participation in extra-curricular activities was secured through check sheets. The point system compiled by the Associated Women Students was used to score the degree of participation. The points then were classified in the following categories:

Participation in professional and honorary extra-curricular activities:

I. 100 points or above
II. 60 to 100 points
III. 20 to 60 points
IV. 20 points or below

Participation in social extra-curricular activities:

I. Above 10 points
II. 10 points or below

Participation in all extra-curricular activities:

I. 150 points or above
II. 90 points or above
III. 30 points to 90 points
IV. 30 points or below

Scholastic ratings were based on credits and honor points and were classified as follows:

A= 2.25 or above
B= 1.25 to 2.25
C= 1.25 or below

Self support in college was classified in categories according to the nature of the working time: regular, irregular, and none.

The student teaching grades were based on the judgment of the Teacher Trainer, and were classified according to two methods, A, B, C and D combined, and A, B, C, D in order to see the relationship in both.

Two chi square values for each relationship between student teaching ability, and the factors in college life of the student teachers were considered.

In the first analysis, the student teaching grades were classified in three groups, A, B, and C and D combined, while in the second analysis, the student teaching grades were classified in four groups, A, B, C and D. These two similar analyses were necessitated by the fact that only three student teachers received a grade of D. In the analyses where the C and D grades were considered together, there is a possibility that the effect of these grades has been minimized and in the other analysis where these two grades were considered separately, there is a possibility in some cases that these grades have been given undue weight in the final chi square value. The true relationship is probably some where between the two values obtained. Both analyses will be presented in those cases where the interpretation is changed by the grouping of the data.

Tables indicating the distributions of the variables in number and percentage were presented and briefly explained.

Possible association between each factor and student teaching ability were investigated, using the statistical method. The chi square is the statistic used to determine if association exists between the two variables. Chi square is defined

by the following formula $\Sigma (O-T)^2/T$, in which O is an observed frequency, T is the corresponding theoretical frequency, based on the assumption that no association exists.

D F	P value necessary for .05 value of significance	P value necessary for .01 value of significance
2	5.991	9.210
3	7.815	11.341
4	9.448	13.277
6	12.592	16.818
9	16.919	21.666

The interpretation is that if chi square value is found greater than the P value required for .01 level of significance, there is less than one chance in one hundred that the association is due to chance alone. If it is between the P value required for .05 level of significance, there are less than five chances in one hundred that the association is due to chance. If the chi square value is smaller than the P value required for .05 level of significance, the smaller is the probability that there is an association of any significance between the two variables.

Table 16.--ASSOCIATION BETWEEN FACTORS IN COLLEGE LIFE AND STUDENT TEACHING ABILITY

Phase of College Life	Chi Square	D. F.	Interpretation
Scholastic Average	15.2236	4	Very significant
Participation in Honorary Extra-Curricular Activities	13.2310	6	Significant
Participation in All Extra-Curricular Activities	9.0995	6	Not Significant
Working way Through College	5.2557	4	Not Significant
Participation in Professional Extra-Curricular Activities	5.1250	6	Not Significant
Living conditions	3.6555	4	Not Significant
Participation in Social Extra-Curricular Activities	[1] 10.6502	3	Significant
	[2] 3.1629	2	Not Significant

1 four categories for student teaching rating
2 three categories for student teaching rating

Summary

Significant chi square values were found for two relationships by both distributions of the student

teaching grades (A, B, C, D, and A, B, and C and D combined); participation in honorary extra-curricular activities and student teaching ability; and scholastic rating and student teaching ability. A significant inverse association was found between participation in social extra-curricular activities and student teaching grades when the four categories distribution for student teaching grades was used for computing chi square, while no association was found between participation in social extra-curricular activities and student teaching grades when the three categories distribution was used for computing chi square. 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.

Interpretation

So far as the data (secured with the measuring devices available in this study) give evidence, a high scholastic achievement and a high degree of participation in honorary extra-curricular activities may be used as a prognosis for success in student teaching in homemaking, since there is a very significant association between high scholastic achievement and

success in student teaching in homemaking, and a significant association between participation in honorary extra-curricular activities and success in student teaching in homemaking. In that a significant inverse association and no association were found for the relationship between participation in social extra-curricular activities and student teaching grades, by both methods of student teaching grade distributions, participation in social extra-curricular activities cannot be used as a factor in predicting student teaching ability in homemaking. The inverse association might indicate that high participation in social extra-curricular activities interferes with student teaching in homemaking. Living conditions in college, type and degree of participation in professional and social extra-curricular activities, and earning way through college have no significant effect on student teaching rating.

No matter what may be said regarding factors such as the "halo effect of personality" and value of extra-curricular participation in college activities, this study brings out the fact that, in so far as the measuring devices were reliable, a thorough knowledge of subject matter, exemplified by scholastic rating is the most reliable of the various factors considered in this study.

For Further Study

The relationship of phases of college life studied and of student teachers' experiences, to actual teaching ability in homemaking is a problem for further study. Surely there must be some types of experiences in college life which are pertinent to success in teaching homemaking, and which therefore can be used as a basis for prognosis in teaching success in homemaking.

Limitation of Study

The study was limited in the following respects:

The rating devices for living conditions and extra-curricular activities, although the best that could be worked out, are admittedly not as reliable or as valid as desired.

There is a reasonable degree of accuracy in measuring student teaching ability by class room success, but thus far no reliable appraisal of community relations can be made.

The grouping and weighing of extra-curricular activities in any arbitrary pattern as here employed, of necessity entails some injustices.

T H E S I S

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COLORADO STATE COLLEGE

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August 1, 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Marie Rayness Wilson

ENTITLED The Relationship Between College Life and Successful Student Teaching in Homemaking in Colorado

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

MAJORING IN Home Economics Education

CREDITS 3

David H. Morgan
In Charge of Thesis

APPROVED Wanda Williamson
Head of Department

Recommendation concurred in

Committee on Final Examination

Wanda Williamson
Ramona Elliott
Letitia Walsh
Juanita Rice
David H. Morgan
Mary Dell Bair

Committee on Graduate Work

Alvina Keyser
Geo. T. Avery

This thesis, or any part of it, may not be published without the consent of the Committee on Graduate Work of the Colorado State College of Agriculture and Mechanic Arts

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Chapter I

INTRODUCTION

Opportunities in the field of home economics education are increasing with one trend of education pointing toward education for family life. In order to be adequately prepared for teaching phases of home and family life, or homemaking, teachers probably need many experiences other than classroom work in subject matter and professional fields. In other words, scholastic attainment may be only one factor contributing toward preparation for teaching. It is probable that certain phases of personality development may be desirable. What the experiences are which will aid in the personality development needed for teaching success is as yet a matter of research. There is apparent conflict between experimental findings and popular opinion as to the type of data most valuable to the teacher trainer in counseling prospective teachers.

This study plans to determine whether the teacher trainer can use as a reliable basis for a prognosis of successful student teaching such data about the prospective student teacher as living conditions in college, participation in extra-curricular

activities in college, scholastic rating in college, and earning one's way through college.

Statement of the Problem

What is the relationship between college life and successful student teaching in homemaking in Colorado?

Problem Analysis

1. What is the relationship between living conditions in college and student teaching ability in homemaking?

2. What is the relationship between participation in extra-curricular activities in college and student teaching ability in homemaking?

   a. What is the relationship between participation in professional clubs in college and student teaching ability in homemaking?

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The Setting of the Problem

Colorado State College of Agriculture and Mechanic Arts at Fort Collins, Colorado, is a state institution having an enrollment of 1913 in 1939-40 of which 28 per cent were women. The department of home economics education in this school inaugurated a plan during 1937-1938 by which approved home economics departments in different localities in the state are used as teacher-training centers. The first year 13 high schools were used. As the number of student teachers increased, new schools were added. The student teacher lives in the community for six weeks and receives her student teaching experience under the supervision of the regular homemaking teacher. The regular homemaking teacher in turn is supervised by the teacher-trainer from the college.

This system gives a longer period for student teaching and is nearer a true job situation in comparison with the system in which the student teacher taught one

or two classes in a near-by high school while attending college. Therefore better opportunity is given for the use of subject matter, application of social knowledge, and responsibility in extra-curricular activities. This makes it possible to measure more adequately success in student teaching. It is upon this assumption that the present problem is justifiable.

Delimitation of the Problem

This study is limited to the student teachers in the Home Economics Education Department of the Colorado State College of Agriculture and Mechanic Arts in the years 1937 to 1940.

Chapter II

REVIEW OF LITERATURE

Several studies have been made on the relationship between various factors and student teaching as a basis for prognosis of successful student teaching. Those problems considered are summarized in chronological order.

Esther M. Hahn (6) in 1925, in her study of the relationship between various college ratings and the student teaching grades of 213 students who graduated from the Home Economics Vocational Education Department of Iowa State College, reported that there was a high correlation between teaching abilities and the student teaching grade, and between personal characteristics and the student teaching grade, but that these correlations were questionable, because of the fact that these three factors were graded by the same supervising teacher whose judgment would be alike both in estimating teaching abilities and personal characteristics, and in determining the student teacher's grade. The correlations between the student teaching grade and teaching abilities and between the student teaching grade and personal characteristics would be more valuable if they

represented the combined judgments of several persons.

According to the records of Pyle (11) in 1928, on intelligence and teaching success of an entire class of Detroit Teachers College graduating in June 1925, the correlation of teaching success with the intelligence score is practically zero. This study indicates that neither intelligence beyond that required of college students, of the Teachers College students nor their practice teaching record is of any considerable value in predicting their teaching success as graded by the principals.

> While intelligence test scores enable us to predict with some success the academic records of students, they do not enable us to predict success in practice-teaching nor later teaching success in actual service. The training department's estimate of the quality of the practice-teaching is of only slight value in predicting the later estimates made by the teachers' principals. (11:262)

He goes on to say that until we have found an accurate objective method of measuring the quality of teaching we can not expect to predict the future success of a student teacher.

Sorenson (13) in his study conducted in 1929 said that those who favor the intelligence test seem to find cause for alarm in the negligible relationship between the ability measured by intelligence tests and demonstrated teaching ability. While those who are less charitable in their attitude toward measures of mental

ability find in these low relationships evidence against validity of the intelligence tests.

> To ascertain if there is a positive correlation between measured intelligence and teaching success one can not limit himself to a very compacted segment of the entire teaching group where homogeneity and limited techniques for the evaluation of teaching success obliterate any relation that might exist. Should one correlate intelligence with success in the teaching profession and employ the entire teaching group or sampling thereof ranging from the teacher with an inertly acquired eighth grade education perfunctorily meeting two or three pupils in a two-windowed rural school situated in a remote community up through the adequately trained teacher of a well supervised school system until the research worker who moulds educational theory and practice is reached, one would probably obtain a correlation coefficient not very remote from unity. (13:606)

Clara M. Brown (3), in 1931, in connection with her evaluation of the Minnesota Rating Scale for Home Economics teachers, having studied the relationship of the scale ratings to other measures such as intelligence, scholarship and the marks in Special Methods, made the following statement:

> One might as well admit that at the present time there is no measure or group of measures that can be used to make an accurate prediction of an individual's success in teaching. (3:14)

Ruth Lois Bradshaw (1), in 1932, reported a study of the relations among the variables, aptitude test scores, personality ratings, of 200 home economics students. Her findings were similar to those of Miss Hahn (6) in that personality and student teaching

success has a high correlation (r= .6997) from a statistical viewpoint, but is open to criticism because the personality rating was done by the supervisor of student teaching.

Also, in 1932, Marian B. Johnson (8), reported a study of the relation of personality ratings and aptitude test grades with the student teaching grades of 400 of the students of Home Economics Education, that

> personality as measured by the personality trait ratings is an important factor contributing to student teaching success and the personality trait ratings which contribute most to success in student teaching are the ratings on the traits judgment and firmness. (8:13)

The opinion of M. E. Haggerty (5) was that the findings of studies conducted in 1932 in relation to predicting teaching success indicate that we are a long way from any adequate technique of foretelling the degree to which a college graduate will succeed in teaching. He explains that probably these studies have failed because they have overlooked an important factor in the teaching situation, the matter of teacher-pupil relationship, which is quite different from the teacher status which has been measured in various ways. Haggerty stated that the lack of reliability in the measures used for evaluating the ability of teaching success is a valid explanation but feels that the serious difficulty lies in that our inquiries have been focused inadequately.

The relational problems involved are the most important factors in the matter of predicting success in teaching.

Shirley Newsom (10), in a study of the relations between various scholastic, personality, and experience factors and success in student teaching in Home Economics in 1933, made the following statement:

> The special methods grade shows a fairly high correlation ($r = .6015 \pm .0433$) with the grade in student teaching and can therefore be used as a basis for predicting success in student teaching in Home Economics at the Colorado Agricultural College. Scholastic ability, as evidenced by the general scholastic average and the average in Home Economics subjects, although showing a relationship to the grade in student teaching, is of no value in predicting what that grade will be. The personality tests are shown by the present study to be of no value in predicting the student teaching grades. The vocational experience check sheets seem to be even less reliable for prediction of success in student teaching than the other measures. (10:28-29)

Oscar E. Hertzberg (7) gave these reasons for a low correlation in a study conducted during 1933 to determine the extent to which the different measures used for selecting students at the State Teachers College at Buffalo predict success in practice teaching. The methods by which practice teachers are graded are unreliable and the degree to which personality should be considered is debatable. He concluded by saying:

> It does seem reasonable to suppose that intelligence, scholarship and training do contribute to the making of a successful teacher. (7:634)

The investigation in 1934 of Sam. R. Laycock (9) concluded that the measure of personality tendencies shows promise in predicting teaching success, but that this measurement should be only one aspect among several in the selection of students for teacher-training.

In 1936 George Baxter Smith (12) in his study on the relation between intelligence and the extra-curricular activities selected in high school and college, said:

> no relation is shown between college ability and the number of extra-curriculum activities carried on when the coefficient of correlation is used as a basis for judgment. When medians are calculated for students engaging in varying number of activities, it is found that for women in both high school and university there is a hierarchy of ability in direct relation to the number of activities carried. (12:685)

Briggs (2) emphasized, in 1937, the fact that there is a demand for teachers who can direct extra-curricular activities by saying:

> It is unquestionably the desire of the secondary school principals that opportunity be given students in teacher-training institutions for participating in extra-class activities. (2:693)

From a study in 1937, Stiutt (14) asserted that the reason for low correlation between scholarship and teaching success is the difficulty in measuring teaching success in an exact manner, in such a short period of time as that in which the student teacher is

exposed in most training centers. He also stated that in the measurement of both scholarship and teaching success variable errors of measurements are introduced.

> Probably the nature of experimental techniques employed accounts for apparent lack of relationship between personality traits studied and teaching success. Perfect correlations can not be expected as long as we are forced to work with measuring instruments which are neither highly valid nor reliable. (4:689-690)

He implied that in order successfully to counsel prospective teachers perhaps relationships of personality traits, scholarship ratings and teaching success are not as necessary as studies of available data concerning these factors.

Mary L. Gillispie (4), in her investigation entitled "Personality of Supervisors of Student Teaching of Home Economics" conducted in 1938, brought out the fact that the home economics teachers may be classed as exhibiting an extrovert personality to a marked degree. She found that the association between the trait of adaptability and success in supervision of student teaching is important. Other traits considered very significant by state supervisors and teacher trainers are judgment, enthusiasm, cooperation, friendliness, leadership and independence.

While these studies all indicate that relationships do exist between certain factors and student teaching ability, there is still a need for more knowledge

regarding an adequate technique for predicting success in teaching.

Chapter III

METHOD OF PROCEDURE

The data-gathering procedure used in the study consisted of the following steps:

1. Securing the group of student teachers to be studied.
2. Securing from the dean of women the data on the living conditions in college of student teachers.
3. Securing by check sheet the data concerning participation in extra-curricular activities in college of student teachers.
4. Securing the scholastic rating of student teachers in college from records in the files of the registrar.
5. Securing by check sheet data on student teachers earning way through college.
6. Securing the student teaching grades compiled by rating scales and the judgment of teacher trainers.

Because the study was one based on factors contributing to student teaching success in homemaking in Colorado, student teachers from the Home Economics Education department of the Colorado State College of Agriculture and Mechanic Arts for the years 1937 to 1940 were used. The names of the student teachers, totaling 114 in number, were obtained from the teacher trainer in this department. Those student teachers whose

records have been used had completed their student teaching in the homemaking department in high schools scattered over Colorado, under the supervision of the regular homemaking teachers who were in turn supervised by the teacher trainers.

The average living conditions for the four years in college of the student teachers were secured from and rated by the dean of women. These were rated A, B, C. The highest type of living conditions was one which met the requirements for social opportunities. These were the sorority houses, the girls' dormitory, and certain homes. The middle group, B, were those houses in which fewer opportunities for social and cultural development were assured. Group C then offered the least opportunities in these. The small housekeeping rooms in which the girl "batched" is one example of the C group.

Check sheets 1/ consisting of types and amounts of extra-curricular activities were checked by the student teachers. Since the data were gathered in 1939 and 1940, to secure the necessary data on teachers graduated in 1937-38, it was necessary to send these check sheets to the first-year student teachers individually where ever each was located. Along with this

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1/ See appendix

check sheet two letters were sent, one from the teacher trainer expressing her interest in the study, and one from the writer, explaining the study briefly and thanking the student teacher for her cooperation.

The check sheets for the student teachers for the years 1938-1940 were sent to the teacher trainer who took the responsibility of checking and returning them. From the 114 check sheets sent out or asked to be checked, 92 were available for use.

In order to determine the kind of participation in extra-curricular activities during the four years of college life, all organizations and activities were grouped first under collegiate and non-collegiate, then broken down into the more specific types in order to get the degree of participation in each. In the collegiate group, there were the professional and social clubs, honoraries and sororities. In the non-collegiate group were the community activities: fraternal organizations, church organizations and clubs. The possible offices for each of the four years in college were listed to be checked.

The points used to measure the amount and extent of participation in these extra-curricular activities, were based on a point system organized by the Associated Women Students at Colorado State College,

in the year 1940. 1/ The points for each student teacher were then totaled and grouped into four categories, based on the number of points.

This check sheet was checked for content and clarity by the teacher trainer, by student teachers, and by reference to the college year book.

The scholastic rating in college was the point average for the student teacher's undergraduate work. This was secured through the teacher trainer from the registrar's files. These points were interpreted in this manner: 1= C, 2= B, 3= A.

A check sheet was used for determining the amount and type of work done by the student teacher to earn her way through college. 2/ This was clipped to the extra-curricular check sheet, and consisted of two divisions: regular session and summer session. In the regular session, N. Y. A., college, board, room, tutoring, "hashing", stenography or office work, care of children, hotel and other work were included. Opportunity was given for checking the number of hours worked each year in college. But because of the difficulty in the measurement of these hours, the work has been classified according to regular hours, irregular hours, and none.

1/ See appendix.

2/ See appendix.

The student teaching grades for the year 1937-38 were based on the judgment of the teacher trainer. The student teaching grades for the years 1938 to 1940 were based on a rating scale for the student teaching in homemaking as worked out under the direction of the teacher trainer and checked by the supervisory homemaking teacher. 1/ This evaluation used with the judgment of the teacher trainer formed the basis of the student teaching grade.

The data are analyzed statistically in the following chapter to determine what the relationship is between various factors in college life, namely: living conditions in college, participation in extra-curricular activities in college, scholastic rating in college, and earning one's way in college--and success in student teaching in Colorado.

1/ See appendix.

Chapter IV

ANALYSIS AND DISCUSSION OF DATA

The data from this study of the college life of student homemaking teachers will be presented under four phases:

1. Living conditions
2. Participation in extra-curricular activities
3. Scholastic rating
4. Self support

Tables indicating the distributions of the variables in number and percentage will be presented and briefly explained. Possible association between each factor and student teaching ability will be investigated, using the statistical method. Chi square is the statistic used to determine if association exists between the two variables. Chi square is defined by the following formula $\Sigma(O-T)^2/T$, in which O is an observed frequency, T is the corresponding theoretical frequency, based on the assumption that no association exists.

DF	P Value Necessary for .05 Value of Significance	P Value Necessary for .01 Value of Significance
2	5.991	9.210
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The interpretation is that if Chi square value is found greater than the P value required for .01 level of significance, there is less than one chance in one hundred that the association is due to chance alone. If it is between the P value required for .05 level of significance, and P value required for .01 level of significance, there are less than five chances in one hundred that the association is due to chance. If the Chi square value is smaller than the P value required for .05 level of significance, the smaller is the probability that there is an association of any significance between the two variables.

Chi squares, measuring the degree of association, were found for:

1. The relationship between living conditions and student teaching ability,
2. The relationship between participation in professional extra-curricular activities and student teaching ability,
3. The relationship between participation in honorary extra-curricular activities and student teaching ability,
4. The relationship between participation in social extra-curricular activities and student teaching ability,
5. Relationship between participation in all extra-curricular activities and student teaching ability,
6. The relationship between the scholastic rating and student teaching ability,
7. The relationship between self-support in college and student teaching ability.

The letter grades used in rating student teaching ability are those commonly employed in grading:

namely, A, superior; B, good; C, average; and D, poor, but passing. These ratings for student teaching ability were estimated by the teacher trainer and were classified according to two methods, A, B, C and D combined and A, B, C, D.

Two Chi square values for each relationship between student teaching ability and the factors in college life of the student teachers were considered. In the first analysis, the student teaching grades were classified in three groups, A, B, and C and D combined, while in the second analysis, the student teaching grades were classified in four groups, A, B, C, and D. These two similar analyses were necessitated by the fact that only three student teachers received a grade of D. In the analyses where the C and D grades were considered together, there is a possibility that the effect of these grades has been minimized and in the other analysis where these two grades were considered separately, there is a possibility in some cases that these grades have been given undue weight in the final Chi square value. The true relationship is probably somewhere between the two values obtained. Both analyses will be presented in those cases where the interpretation is changed by the grouping of the data.

Table 1.--STUDENT TEACHING RATING OF 92 STUDENT TEACHERS IN HOMEMAKING

Rating	Number	Percent
A----------	23	25.0
B----------	38	41.3
C----------	28	30.4
D----------	3	3.3

Of the student teachers in homemaking 41.3 per cent received a grade of B in student teaching; 30.4 per cent received a grade of C (Table 1). Practically three-fourths of the student teachers were rated as B and C.

Living Conditions and Student Teaching

The first phase to be considered is the living conditions of the student teacher in homemaking. The living conditions were classified according to three types, A, B, and C by the dean of women. Type A consisted of houses in which the maximum social opportunities were afforded. Examples of these were the sorority house, the girls' dormitory, and homes giving cultural opportunities. Type B offered fewer advantages in social and cultural opportunities. An example of type C was the light housekeeping rooms, since here opportunities for social contacts were limited.

Table 2.--LIVING CONDITIONS OF 92 STUDENT TEACHERS IN HOMEMAKING

Rating	Number	Percent
A----------	40	43.4
B----------	27	29.3
C----------	25	27.3

Forty-three per cent of the student teachers in homemaking lived in houses of the highest rating, while 27.3 per cent had living conditions offering little social and cultural opportunities (Table 2). The fact that more than 50 per cent of the student teachers in homemaking lived in houses affording only average or no social and cultural opportunities was probably due to their limited finances. Many lived in light housekeeping rooms in order to keep living expenses at the minimum. Others were not able to live in the houses in Class A because of the increased cost of living necessary there. No doubt, an environment encouraging social contacts is a desirable thing, especially for a prospective teacher of homemaking who plans to teach phases of home and family life. Cooperative houses in which girls going to school on minimum amounts of money share expenses, may be the answer to this situation.

Table 3.--ANALYSIS TO DETERMINE ASSOCIATIONS BETWEEN LIVING CONDITIONS AND STUDENT TEACHING ABILITY OF 92 STUDENT TEACHERS IN HOMEMAKING
[With three categories for ratings of student teaching]

Rating for Student Teaching	Rating for Living Conditions			
	A	B	C	
A	O=11 T=10	O=4 T=6.7	O=8 T=6.3	23
B	O=15 T=16.5	O=15 T=11.2	O=8 T=10.3	38
C-D	O=14 T=13.5	O=8 T=9.1	O=9 T=8.4	28
	40	27	25	92

Chi square = 3.6555 D. F. = 4 Not significant

No association between living conditions and student teaching ability was found in either distributions of student teaching grades, and may be an evidence of the greater effort exerted by these girls, handicapped in finances and social advantages, to make a success of student teaching (Table 3). Advantageous living conditions, on the other hand, pave the way for easier adjustment to the field of teaching homemaking. Cooperative houses, offering a combination of self support and social opportunities, might be a particularly desirable solution.

Extra-Curricular Activities and Student Teaching

The extra-curricular activities participated in by the student teachers were organized into the professional clubs, both technical and professional; honorary clubs, both technical honoraries and class honoraries; and social associations, which included major responsibilities in sorority and in church organizations and activities. For determining the degree of participation checked by the student teacher, the point system worked out by the Associated Women Students' organization at Colorado State College in 1940, was used.

Participation in professional and honorary extra-curricular activities was classified into four categories, each ranging in points as follows:

I. 100 points or above
II. 60 points to 100 points
III. 20 points to 60 points
IV. 20 points or below

These were classified in the above intervals in order to make a more normal distribution of points.

Table 4.--PARTICIPATION IN PROFESSIONAL EXTRA-CURRICULAR ACTIVITIES BY 92 STUDENT TEACHERS IN HOMEMAKING

Degree of Participation in points	Number	Percent
I (100 or above)--------	9	9.8
II (60 to 100)----------	14	15.2
III (20 to 60)----------	45	48.9
IV (20 or below)--------	24	26.1

Exactly 75 per cent of the student teachers in homemaking, participating in professional activities, were in the two lower groups, namely III and IV, which ranged from 60 points to no points (Table 4).

This might indicate that student teachers in homemaking are not very active in extra-curricular activities. Again, it might suggest that the student teachers are too busy to participate in other than class work.

Table 5.--ANALYSIS TO DETERMINE ASSOCIATION BETWEEN THE PARTICIPATION IN PROFESSIONAL EXTRA-CURRICULAR ACTIVITIES AND STUDENT TEACHING ABILITY OF 92 STUDENT TEACHERS IN HOMEMAKING

[With three categories for ratings of student teaching]

Rating for student teaching	Points for Professional extra-curricular activities				
	I 100 or above	II 60 to 100	III 20 to 60	IV 20 or below	
A	O=4 T=2.5	O=5 T=3.5	O=10 T=11	O=4 T=6	23
B	O=5 T=3.5	O=6 T=5.8	O=16 T=18.2	O=11 T=10.5	38
C-D	O=0 T=3	O=3 T=4.7	O=18 T=14.8	O=10 T= 8.5	31
	9	14	44	25	92

Chi square = 5.1250 D. F.= 6 Not significant

No association between participation in professional extra-curricular activity and student teaching ability was found in either distribution of student

teaching grades (Table 5). This lack of significance may be attributed to the fact that these organizations appeal to many abilities not conducive to making a success of the teaching of homemaking. However, in that the teaching of homemaking involves many types of activities, the participation in a variety of extra-curricular activities should be recommended.

Table 6.--PARTICIPATION IN HONORARY EXTRA-CURRICULAR ACTIVITIES OF 92 STUDENT TEACHERS IN HOMEMAKING

Degree of Participation in Points	Number	Percent
I (100 or above)------	6	6.5
II (60 to 100)---------	7	7.6
III (20 to 60)----------	25	27.2
IV (20 or below)-------	54	58.7

The majority, 58 per cent, of the student teachers in homemaking did not participate extensively in honorary extra-curricular activities (Table 6). The small percentage participating in the upper groups was to be expected, in that the honorary societies are highly selective groups. Everyone cannot make the grades for entrance or qualification or cannot afford to join.

A high association between participation in honorary extra-curricular activities and student teaching ability was found in both distributions of student

teaching grades.

Table 7.--ANALYSIS TO DETERMINE ASSOCIATION BETWEEN THE PARTICIPATION IN HONORARY EXTRA-CURRICULAR ACTIVITIES AND STUDENT TEACHING ABILITY OF 92 STUDENT TEACHERS IN HOMEMAKING

[With three categories for rating of student teaching]

Rating for Student Teaching	Points for Honorary Extra-Curricular Activities				
	I 100 or above	II 60 to 100	III 20 to 60	IV 20 or below	
A	O=3 T=1.5	O=5 T=1.8	O=6 T=6	O=9 T=13.7	23
B	O=2 T=2.5	O=2 T=2.9	O=11 T= 9.9	O=23 T=22.7	38
C-D	O=1 T=2	O=0 T=2.3	O=7 T=8.1	O=23 T=18.6	31
	6	7	24	55	92

Chi square = 13.2310 D. F.= 6 Significant

This high association is significant because qualifications for membership in honorary extra-curricular activities are based on scholarship; hence this significant association between participation in honorary extra-curricular activities and student teaching success is but one facet of the very significant association between scholastic achievement and student teaching success discussed later (Table 7).

Participation in social extra-curricular

activities was classified in two categories: I, which includes all points above 10; and II, which includes 10 points and below.

Table 8.--PARTICIPATION IN SOCIAL EXTRA-CURRICULAR ACTIVITIES OF 92 STUDENT TEACHERS IN HOMEMAKING

Degree of Participation in Points	Number	Percent
I (above 10)----------	22	23.9
II (10 or below)--------	70	76.1

The greater percentage in the lower classification, (10 points or below) may be due to the fact that in this study participation in social extra-curricular activities was confined to "major responsibilities" in sororities and church organizations and activities (Table 8). No points were given to membership alone, or to minor office holding. Thus, leadership in social extra-curricular activities has been measured rather than mere membership. Practically one-fourth of the student teachers in homemaking have been leaders in the social extra-curricular activities.

Table 9.--ANALYSIS TO DETERMINE ASSOCIATION BETWEEN THE PARTICIPATION IN SOCIAL EXTRA-CURRICULAR ACTIVITIES AND STUDENT TEACHING ABILITY OF 92 STUDENT TEACHERS IN HOME-MAKING

[With distribution of student teaching grades in three categories]

Rating for Student Teaching	Points for Social Extra-Curricular Activities		
	I above 10	II 10 or below	
A	O=6 T=5.5	O=17 T=17.5	23
B	O=7 T=9.1	O=31 T=28.9	38
C-D	O=9 T=7.4	O=22 T=23.6	31
	22	70	92

Chi square = 3.1629 D. F. = 2 Not significant

[With distribution of student teaching grades in four categories]

Rating for Student Teaching	Points for Social Extra-Curricular Activities		
	I above 10	II 10 or below	
A	O=6 T=5.5	O=17 T=17.5	23
B	O=7 T=9.1	O=31 T=28.9	38
C	O=6 T=6.7	O=22 T=21.3	28
D	O=3 T= .7	O=0 T=2.3	3
	22	70	92

Chi square = 10.6502 D. F. = 3 Significant

No association was found in the relationship between success in student teaching and participation in social extra-curricular activities in the distribution of student teaching grades, when combining C and D grades (Table 9). It may be that the measure as here applied, is not accurate, since points were given only for major responsibilities, and the range of social activities is admittedly limited by the discouragement of non-collegiate extra-curricular activities. Possibly, professional clubs afford enough social opportunity, so that further participation in social activities seem unwarranted. However, when classification of the student teaching grades in homemaking was according to A, B, C, and D, an inverse association existed. This means that the student teachers participating in social extra-curricular activities received lower grades. Since, as previously pointed out the number of student teachers who received D was small, the final answer as to the degree of relationship existing between these two variables remains for further investigation.

The participation in all extra-curricular activities was classified in four categories, each ranging in points as follows:

I - 150 points or above
II - 90 to 150 points
III - 30 to 90 points
IV - 30 points or below

Table 10.--PARTICIPATION IN ALL EXTRA-CURRICULAR ACTIVITIES OF 92 STUDENT TEACHERS IN HOMEMAKING

Degree of Participation in Points	Number	Percent
I (150 or above)-------	15	16.3
II (90 to 150)----------	14	15.2
III (30 to 90)----------	37	40.2
IV (30 or below)--------	26	28.3

Practically 70 percent of the student teachers in homemaking had little or no participation in extra-curricular activities (Table 10). As has been said previously, regarding the participation in professional and social activities this may be due to some extent to lack of time, because a large percentage of the girls was working their way through college.

Table 11.--ANALYSIS TO DETERMINE ASSOCIATION BETWEEN PARTICIPATION IN TOTAL EXTRA-CURRICULAR ACTIVITIES AND STUDENT TEACHING ABILITY OF 92 STUDENT TEACHERS IN HOMEMAKING

[With three categories for ratings of student teaching]

Rating for Student Teaching	Points for total extra-curricular activities				
	I 150 or above	II 90 to 150	III 30 to 90	IV 30 or below	
A	O=7 T=3.7	O=4 T=3.5	O=8 T=9.5	O=4 T=6.3	23
B	O=7 T=6.2	O=5 T=5.8	O=14 T=15.7	O=12 T=10.3	38
C-D	O=1 T=5.1	O=5 T=4.7	O=16 T=12.8	O= 9 T= 8.4	31
	15	14	38	25	92

Chi square =9.0995 D. F. = 6 Not significant

No significant relationship was found between the participation in all extra-curricular activities and student teaching ability (Table 11). Therefore, it is impossible to draw any conclusion regarding such participation in extra-curricular activities and its relation to student teaching ability.

Scholastic Rating and Student Teaching

The scholastic rating for the four years of college of each student teacher in homemaking, was based on credits and honor points. Points are assigned to grades in this manner: A=3, B=2, and C=1. The scholastic ratings were classified in three categories: high scholastic achievement, (2.25 or above), average scholastic achievement (1.25 to 2.25) and low scholastic achievement (1.25 or below). Over one-half of the student teachers in homemaking fell somewhat above the scholastic average as one would expect, since student teachers are a select group. The intervals were arbitrarily decided upon in order to compute the Chi square values more significantly.

Scholastic ratings of 90 student teachers were used instead of the 92 used in the other phases of the study. This was due to the fact that transfers from other schools made the computation of average scholastic rating unreliable in two cases.

Table 12.--SCHOLASTIC RATING IN COLLEGE OF 90 STUDENT TEACHERS IN HOMEMAKING

Scholastic Achievement	Number	Percent
High (2.25 or above)------	14	15.5
Average (1.25 to 2.25)----	52	57.8
Low (1.25 or below)-------	24	26.7

Of the student teachers of homemaking 57.8 per cent fell within the wide average scholastic achievement group, with 1.25 or above points (Table 12). This means that three-fourths of the girls being educated for teaching homemaking received an average grade above C.

Table 13.--ANALYSIS TO DETERMINE ASSOCIATION BETWEEN SCHOLASTIC ACHIEVEMENT AND STUDENT TEACHING ABILITY OF 90 STUDENT TEACHERS IN HOMEMAKING

[With three categories for rating student teaching]

Rating for Student Teaching	Points for Scholastic Rating			
	I 2.25 or above	II 1.25 to 2.25	III 1.25 or below	
A	O=6 T=4	O=18 T=14.7	O=2 T=7.3	26
B	O=8 T=5.1	O=14 T=18.7	O=11 T= 9.2	33
C-D	O=0 T=4.9	O=19 T=17.6	O=12 T= 8.5	31
	14	51	25	90

Chi square =15.2236 D. F. = 4 Very significant

A very significant association was found between scholastic achievement of student teachers in homemaking and student teaching ability in both distributions of student teaching grades (Table 13). This means that a high scholastic achievement is indicative of success in student teaching.

Self-Support and Student Teaching

The work done by student teachers to earn their way through college was classified in three categories: regular, irregular, and none. Originally this work was planned to be measured in hours, but because of the different types of work this method of classification seemed unreliable.

Table 14.--EMPLOYMENT OF 92 STUDENT TEACHERS IN HOMEMAKING

Nature of Work	Number	Percent
Regular	27	29.3
Irregular	42	45.7
None	23	25

Over three-fourths of the student teachers in homemaking worked to finance their college education (Table 14).

Table 15.--ANALYSIS TO DETERMINE ASSOCIATION BETWEEN SELF-SUPPORT IN COLLEGE AND STUDENT TEACHING ABILITY OF 92 STUDENT TEACHERS IN HOMEMAKING

[With three categories for rating of student teaching]

Rating for Student Teaching	Nature of Work			
	Regular	Irregular	None	
A	O=8 T=6.8	O=13 T=10.5	O=2 T=5.7	23
B	O=13 T=11.1	O=14 T=17.3	O=11 T= 9.6	38
C-D	O=6 T=9.1	O=15 T=14.2	O=10 T= 7.7	31
	27	42	23	92

Chi square = 5.2557 D. F. = 4 Not significant

No significant relationship was found between self-support in college and student teaching ability by both methods of distribution of student teaching grades (Table 15.) Had a check been made on specific types of work, there might have been a relationship between those particular types of work, which could be classified as vocational experience, and success in teaching home-making.

Table 16.--ASSOCIATION BETWEEN FACTORS IN COLLEGE LIFE AND STUDENT TEACHING ABILITY

Phase of College Life	Chi Square	D. F.	Interpretation
Scholastic Average	15.2236	4	Very significant
Participation in honorary extra-curricular activities	13.2310	6	Significant
Participation in all extra-curricular activities	9.0995	6	Not Significant
Working way through college	5.2557	4	Not Significant
Participation in professional extra-curricular activities	5.1250	6	Not Significant
Living conditions	3.6555	4	Not Significant
Participation in social extra-curricular activities	[1] 10.6502	3	Significant
	[2] 3.1629	2	Not Significant

1 four categories for student teaching rating
2 three categories for student teaching rating

Summary

Significant chi square values were found for relationships by both distribution of the student teaching grades, (A, B, C, D and A, B, and C and D combined); participation in honorary extra-curricular activities and student teaching ability; and scholastic rating and

student teaching ability. A significant inverse association was found between participation in social extra-curricular activities and student teaching grades when the four categories distribution for student teaching grades was used for computing Chi square, while no association was found between participation in social extra-curricular activities and student teaching grades when the three categories distribution was used for computing Chi square. 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.

Interpretation

So far as the data (secured with the measuring devices available in this study) give evidence, a high scholastic achievement and a high degree of participation in honorary extra-curricular activities may be used as a prognosis for success in student teaching in homemaking, since there is a very significant association between high scholastic achievement and success in student teaching in homemaking, and a significant association between participation in honorary extra-curricular activities and success in student teaching in homemaking. In that a significant inverse association and no association were found for the relationship between

participation in social extra-curricular activities and student teaching grades, by both methods of student teaching grade distribution, participation in social extra-curricular activities can not be used as a factor in predicting student teaching ability in homemaking. The inverse association might indicate that high participation in social extra-curricular activities interferes with student teaching in homemaking. Living conditions in college, type and degree of participation in professional and social extra-curricular activities, and earning way through college have no significant effect on relationship to student teaching ability.

No matter what may be said regarding factors such as the "halo effect of personality" and value of participation in college activities, this study brings out the fact that, in so far as the measuring devices were reliable, a thorough knowledge of subject matter, exemplified by scholastic rating, is the most reliable basis for predicting success in student teaching in homemaking up to the present time.

For Further Study

The relationship of phases of college life studied and of student teachers' experiences in homemaking is a problem for further study. Surely there must be some types of experiences in college life which are

pertinent to success in teaching homemaking, and which therefore can be used as a basis for prognosis in teaching success in homemaking.

Limitation of Study

The study was limited in the following respects:

The rating devices for living conditions and extra-curricular activities, although the best that could be worked out, are admittedly not as reliable or as valid as desired.

There is a reasonable degree of accuracy in measuring student teaching ability by class room success, but thus far no reliable appraisal of community relations can be made.

The grouping and weighing of extra-curricular activities in any arbitrary pattern, as here employed, of necessity entails some injustices.

Chapter V

SUMMARY

The problem investigated in this study was What is the relationship between college life and successful student teaching in homemaking in Colorado? In order to solve this problem, answers to the following questions have been sought:

1. What is the relationship between living conditions in college and student teaching ability in homemaking?

2. What is the relationship between participation in extra-curricular activities in college and student teaching ability in homemaking?

   (a) What is the relationship between participation in professional clubs in college and student teaching ability in homemaking?
   (b) What is the relationship between participation in honorary clubs in college and student teaching ability in homemaking?
   (c) What is the relationship between participation in social clubs in college and student teaching ability in homemaking?

3. What is the relationship between scholastic rating in college and student teaching ability in homemaking?

4. What is the relationship between working one's way through college and student teaching ability in homemaking?

The names of 114 student teachers in the Home

Economics Department from Colorado State College of Agriculture and Mechanic Arts were secured from the Teacher Trainer. The living conditions for these student teachers were rated by the dean of women. Participation in extra-curricular activities and self-support check sheets were filled out by the student teachers. Scholastic ratings were secured from the registrar's files. Check sheets for 92 students were available for use.

In order to study the relationships between certain factors of college life (living conditions, participation in extra-curricular activities, scholastic rating and self support) and student teaching ability in homemaking, the statistic Chi square was employed. The data were classified, rated and scored in the following manner: the living conditions were rated by the dean of women according to the following classifications:

A (highest social opportunities)
B (average social opportunities)
C (lowest social opportunities)

The extra-curricular activities were divided into professional, honorary, social and total participation. The participation in extra-curricular activities was secured through check sheets. The point system compiled by the Associated Women Students was used to score the degree of participation. The points then were classified in the following categories:

Participation in professional and honorary extra-curricular activities:

I. 100 points or above
II. 60 to 100 points
III. 20 to 60 points
IV. 20 points or below

Participation in social extra-curricular activities:

I. Above 10 points
II. 10 points or below

Participation in all extra-curricular activities:

I. 150 points or above
II. 90 points or above
III. 30 points to 90 points
IV. 30 points or below

Scholastic ratings were based on credits and honor points and were classified as follows:

A= 2.25 or above
B= 1.25 to 2.25
C= 1.25 or below

Self support in college was classified in categories according to the nature of the working time: regular, irregular, and none.

The student teaching grades were based on the judgment of the Teacher Trainer, and were classified according to two methods: A, B, C and D combined and A, B, C, D.

Two Chi square values for each relationship between student teaching ability and the factors in college life of the student teachers were considered.

In the first analysis, the student teaching grades were classified in three groups, A, B, and C and D combined, while in the second analysis, the student teaching grades were classified in four groups, A, B, C, and D. These two similar analyses were necessitated by the fact that only three student teachers received a grade of D. In the analyses where the C and D grades were considered together, there is a possibility that the effect of these grades has been minimized and in the other analysis where these two grades were considered separately, there is a possibility in some cases that these grades have been given undue weight in the final chi square value. The true relationship is probably some where between the two values obtained. Both analyses will be presented in those cases where the interpretation is changed by the grouping of the data.

Summary

Significant chi square values were found for two relationships by both distributions of the student teaching grades, (A, B, C, D, and A, B, C and D combined): participation in honorary extra-curricular activities and student teaching ability; and scholastic rating and student teaching ability. A significant inverse association was found between participation in social extra-curricular activities and student teaching grades when

the four category distribution for student teaching grades was used for computing chi square, while no association was found between participation in social extra-curricular activities and student teaching grades when the three category distribution was used for computing chi square. 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.

Interpretation

So far as the data (secured with the measuring devices available in this study) give evidence, a high scholastic achievement and a high degree of participation in honorary extra-curricular activities may be used as a prognosis for success in student teaching in homemaking, since there is a very significant association between high scholastic achievement and success in student teaching in homemaking, and a significant association between participation in honorary extra-curricular activities and success in student teaching in homemaking. In that a significant inverse association and no association were found for the relationship between participation in social extra-curricular activities and student teaching grades, by both methods of student teaching grade distribution, participation in social

extra-curricular activities can not be used as a factor in predicting student teaching ability in homemaking. The inverse association might indicate that high participation in social extra-curricular activities interferes with teaching in homemaking. Living conditions in college, type and degree of participation in professional and social extra-curricular activities, and earning way through college have no significant effect on student teaching rating.

No matter what may be said regarding factors such as the "halo effect of personality" and value of extra-curricular participation in college activities, this study brings out the fact that, in so far as the measuring devices were reliable, a thorough knowledge of subject matter, exemplified by scholastic rating is the most reliable of the various factors considered in this study.

For Further Study

The relationship of phases of college life studied and of student teachers' experiences to actual teaching ability is a problem for further study. Surely there must be some types of experiences in college life which are pertinent to success in teaching homemaking, and which therefore can be used as a basis for prognosis in teaching success in homemaking.

Limitation of Study

The study was limited in the following respects:

The rating devices for living conditions and extra-curricular activities although the best that could be worked out, are admittedly not as reliable or as valid as desired.

There is a reasonable degree of accuracy in measuring student teaching ability by class room success, but thus far no reliable appraisal of community relations can be made.

The grouping and weighing of extra-curricular activities in any arbitrary pattern as here employed, of necessity entails some injustices.

APPENDIX

Appendix Page

TYPE OF EXTRA CURRICULAR ACTIVITY In connection with colleges:	AMOUNT OF PARTICIPATION FRESHMAN								
	OFFICER							COMMITTEE	
	Member	Pres	Vice Pres	Sec	Treas	Historian	Other	Member	Chairman
CLUBS									
Amity									
Chemistry									
Cosmopolitan									
Dramatics									
Hiker's									
Home Economics									
Modern Dance									
Pistol									
Psychology									
Rocky Mountain Collegian									
Scribblers									
Silver Spruce									
Swan									
CLASS OFFICE									
HONORARIES									
Beta Beta Beta									
Euclidean									
Hesperia									
Omicron									
Spur									
Tio									
Student Council									
SOCIAL SORORITIES									
Live in house									
Yes?									
No?									
How long?									
Not in connection with college?									
FRATERNAL ORGANIZATIONS									
Eastern Star									
Rainbow Girls									
Others									
CHURCH ORGANIZATIONS									
Choir									
Young Peoples Ass.									
Newman Club									
Others									
CLUBS									
4H									
Social									
Others									

TYPE OF EXTRA CURRICULAR ACTIVITY	AMOUNT OF PARTICIPATION — SOPHOMORE								
	OFFICE							COMMITTEE	
	Member	Pres	Vice Pres	Sec	Treas	Historian	Other	Member	Chairman
In connection with colleges:									
CLUBS									
Amity									
Chemistry									
Cosmopolitan									
Dramatics									
Hiker's									
Home Economics									
Modern Dance									
Pistol									
Psychology									
Rocky Mountain Collegian									
Scribblers									
Silver Spruce									
Swan									
CLASS OFFICE									
HONORARIES									
Beta Beta Beta									
Euclidean									
Hesperia									
Omicron									
Spur									
Tio									
Student Council									
SOCIAL SORORITIES									
Live in house									
Yes?									
No?									
How long?									
Not in connection with college:									
FRATERNAL ORGANIZATIONS									
Eastern Star									
Rainbow Girls									
Others									
CHURCH ORGANIZATIONS									
Choir									
Young Peoples Ass.									
Newman Club									
Others									
CLUBS									
4H									
Social									
Other									

TYPE OF EXTRA CURRICULAR ACTIVITY	AMOUNT OF PARTICIPATION — JUNIOR								
	OFFICER							COMMITTEE	
	Member	Pres	Vice Pres	Sec	Treas	Historian	Other	Member	Chairman
In connection with colleges:									
CLUBS									
Amity									
Chemistry									
Cosmopolitan									
Dramatics									
Hiker's									
Home Economics									
Modern Dance									
Pistol									
Psychology									
Rocky Mountain Collegian									
Scribblers									
Silver Spruce									
Swan									
CLASS OFFICE									
HONORARIES									
Beta Beta Beta									
Euclidean									
Hesperia									
Omicron									
Spur									
Tio									
Student Council									
SOCIAL SORORITIES									
Live in house									
Yes?									
No?									
How long?									
Not in connection with college:									
FRATERNAL ORGANIZATIONS									
Eastern Star									
Rainbow Girls									
Others									
CHURCH ORGANIZATIONS									
Choir									
Young Peoples Ass.									
Newman Club									
Others									
CLUBS									
4H									
Social									
Other									

TYPE OF EXTRA CURRICULAR ACTIVITY	AMOUNT OF PARTICIPATION — SENIOR								
	OFFICER							COMMITTEE	
	Member	Pres	Vice Pres	Sec	Treas	Historian	Other	Member	Chairman
In connection with colleges:									
CLUBS									
Amity									
Chemistry									
Cosmopolitan									
Dramatics									
Hiker's									
Home Economics									
Modern Dance									
Pistol									
Psychology									
Rocky Mountain Collegian									
Scribblers									
Silver Spruce									
Swan									
CLASS OFFICE									
HONORARIES									
Beta Beta Beta									
Euclidean									
Hesperia									
Omicron									
Spur									
Tio									
Student Council									
SOCIAL SORORITIES									
Live in house									
Yes?									
No?									
How long?									
Not in connection with college:									
FRATERNAL ORGANIZATIONS									
Eastern Star									
Rainbow Girls									
Others									
CHURCH ORGANIZATIONS									
Choir									
Young Peoples Ass.									
Newman Club									
Others									
CLUBS									
4H									
Social									
Other									

EARNED WAY THROUGH COLLEGE

	FRESHMAN			SOPHOMORE			JUNIOR			SENIOR		
	Yes	No	No. Hrs Per Wk.	Yes	No	No. Hrs Per Wk.	Yes	No	No. Hrs Per Wk.	Yes	No	No. Hrs Per Wk.
REGULAR SESSION												
NYA-(State Activity)												
Office												
Lab. assistant												
Cleaning												
Other												
COLLEGE												
Library												
Office work												
Other												
BOARD												
Serving												
Housework												
Care of children												
ROOM												
Housework												
Care of children												
TUTORING												
OTHER												
SUMMER												
COLLEGE												
Office Work												
Library												
Other												
TUTORING												
"HASHING"												
STENOGRAPHY or OFFICE WORK												
CARE OF CHILDREN												
HOTEL												
OTHER												

POINT SYSTEM

Name

Division

Date								
Major Officers (25)	F	S	F	S	F	S	F	S
AWS President								
WAA President								
TIO President								
Spur President								
Hesperia President								
Editor of Publications								
Business Manager								
National Office								
(points to be arranged)								
Sub-Major Officers (20)								
Social club president								
Technical club president								
Counselette president								
Dramatics president								
Panhellenic president								
Hikers club president								
Alpha Chi Alpha president								
Ski club president								
Cosmopolitan president								
Associate Editor of Collegian								
Associate Business Mgr. Collegian								
AWS officers								
WAA officers								
Student council officers								
Independent council officers								
Minor Officers (15)								
AWS council members								
WAA board members								
Student council members								
Independent council members								
Counselette board members								
Class president								
Division Editor Spruce								
Ass't Business Mgr. Spruce								
Sub-Minor Offices (10)								
Panhellenic offices								
Technical club offices								
Tio offices								
Spur offices								
Hesperia offices								
Counselettes								
Sponsors								
Technical Honoraries offices								
Househead board offices								
Hikers club offices								
Ski club offices								
Class offices								

Date								
	F	S	F	S	F	S	F	S
Cosmopolitan offices								
International Relations offices								
Highest Young Peoples church office								
Social club offices (to be designated)								
Major Membership (7)								
Tio								
Spur								
Hesperia								
Technical club honoraries								
Minor Membership (5)								
A cappella								
Dramatic club								
WAA								
International Relations club								
Debate - Forensic								
Modern Dance club								
Swan club								
Sub-Minor Membership (3)								
Silver Spruce Staff								
Collegian reporter								
Technical club								
Glee club								
Househead board								
Activity board								
Statesman club								
Orchestra								
Band								
Hikers club								
Cosmopolitan club								
Spruce								
Ski club								
Grades								
Assembly demerit								
Totals								

List your high school activities and offices:

List your special interests in college activities:

Instructions for Using Evaluation Record for Student Teachers

The local supervisor should watch the student teacher carefully and objectively. At the end of the first three weeks she should go over the Evaluation Record level by level and check the phrases which seem to describe the student teacher at that time. At the end of the six weeks' period she should again study the phrases carefully and underline those which seem to describe the student teacher during the last week of her teaching period. The difference between the checks and the underlined phrases will indicate growth.

The final rating is an average derived from the checked and underlined phrases. These phrases are classified under "Very Superior," "Superior," "Average," or "Below Average." They have numerical values of 4, 3, 2, and 1 respectively. The first average is obtained by multiplying by 4 the number of "Very Superior" phrases that were checked, multiplying by 3 the number of "Superior" phrases that were checked, multiplying by 2 the number of "Average" phrases that were checked, multiplying by 1 the number of "Below Average" phrases that were checked, by summing these products, and by dividing by the total number of all phrases that were checked. The second average is determined in like manner

from the underlined phrases. The final rating is an average of these two averages. This final rating may be obtained part by part from the record or it may be obtained from all checks and underlines in the aggregate.

The rating scale will be interpreted into grades as follows:

Rating	Grade
2 -2.4	D
2.5-3.4	C
3.5-4.4	B
4.5-5	A

EVALUATION RECORD

Student Teacher _____

High School _____

Supervising Teacher _____

Date _____

HOME ECONOMICS EDUCATION

DEPARTMENT OF RURAL AND VOCATIONAL EDUCATION

Colorado State College

Fort Collins, Colorado

Instructions for Using

At the end of the first three weeks of the teaching period place a check (✓) beside the phrases which best describe the student teacher.

During the last day or two of the six weeks' teaching period underline the phrases which best describe the student teacher at that time.

(3439-39)*

Adjustment

Very Superior

To Personnel:

1. Works very happily with supervisor.
2. Is self-assured, poised and respectful with administrators.
3. Is friendly and respectful with other teachers; makes effort to know them.

To community:

1. Accepts social life of community. Makes an active effort to take part in community affairs and mixes with towns people.
2. Accepts living conditions happily, even though they are difficult.
3. Conforms to standard of community in dress and conduct
4. Adapts easily to various classes and social groups in community.

To school program:

1. Learns routine very easily and fits into it without hesitancy.
2. Is prompt and accurate.
3. Uses good judgment and keeps calm in an energency, such as in change of schedule or accident.
4. Complies with all school policies wholeheartedly.
5. Accepts student teaching as a real job happily and eagerly.

Superior

To Personnel:

1. Works happily with supervisor.
2. Is usually self-assured, poised, and always respectful with administrators.
3. Is friendly and respectful with other teachers; meets them halfway.

To community:

1. Accepts social life of community. Makes some effort to take part in community affairs and mix with towns people.
2. Accepts living conditions happily.
3. Conforms to standard of community in dress and conduct.
4. Adapts quite well to various classes and social groups in community.

To school program:

1. Learns routine quite easily; fits into it within two or three days.
2. Is prompt and usually accurate.
3. Usually uses good judgment and keeps calm in an emergency.
4. Complies with all school policies pleasantly.
5. Accepts student teaching as a real job happily.

Adjustment

Average	Below Average
To personnel:	
1. Works smoothly with supervisor.	1. Has a tendency toward misunderstanding with supervisor.
2. Is respectful to administrators; gains in poise and assurance.	2. Is respectful to administrators, but self-conscious, embarrassed, and lacks poise.
3. Waits for other teachers - reticent at first; gains greatly	3. May be too timid or too aggressive with teachers; may not "fit in".
To community:	
1. Accepts the social life of community but takes part in community affairs only when suggestion is made.	1. May not accept social life of community nor become a part of it. Is not interested.
2. Accepts her living conditions satisfactorily.	2. May complain about living conditions.
3. Conforms fairly well to standard of community in dress and conduct.	3. May not conform to standards of community. May be over-dressed or not well-dressed. May be indiscreet or overly discreet in conduct.
4. Adapts herself with reticence to various classes and social groups in community.	4. Adapts herself very little to various classes and social groups in community; may not be interested.
To school:	
1. Takes several days to learn routine and fit into it.	1. Is slow in learning routine and does not always fit into it.
2. Is usually prompt. Is not always accurate.	2. Is often not prompt. Is inaccurate.
3. Meets emergencies with help of supervisor - such as changes in schedule or accident.	3. Is dependent on supervisor in emergencies.
4. Intends to and usually does comply with all school policies.	4. Does not recognize importance and sometimes fails to comply with school policies, or grumbles about them.
5. Accepts student teaching as real job and works to the best of her ability.	5. Is either not interested in student teaching or fails to appreciate its problems.

Classroom Teaching

Very Superior	Superior
Discussion lesson:	
1. Uses interesting introductions.	1. Uses interesting introductions after some teaching experience.
2. Uses "real" problems, well chosen, well stated.	2. Uses "real" problems after some experience; quite well chosen and stated.
3. Handles discussion tactfully and adeptly. Challenges group.	3. Handles discussion well after some experience. Improves greatly.
4. Includes all in discussion; keeps to the point; brings out solution of problems.	4. Makes a conscious effort to include entire group with reasonable success Class reaches good solutions.
Laboratory lesson:	
1. Uses good introductions, pupil-planned; closes lesson with good evaluation period, pupil-planned.	1. After a little experience, uses good introductions, pupil-planned; closes lesson with good evaluation.
2. Organizes and manages entire situation well. Pupils quiet, busy with purpose, and through on time.	2. Organizes and manages situation quite well. After a little experience pupils work quietly, busily, with purpose and through on time.
3. Obtains products of high standard.	3. Obtains products of good standard.
4. Shows evidence of adequate vocational experience.	4. May need some additional vocational experience which she realizes.
Supervised study:	
1. Creates a feeling of need.	1. Usually creates a feeling of need.
2. Develops clear-cut plans for carrying on study without teacher dictation.	2. After a little experience usually develops definite plans for carrying out study without teacher dictation.
3. Secures efficient use of time of pupils.	3. Secures good use of the time of pupils.
4. Is very alert to individual needs of group.	4. Is alert to individual needs of group.

Classroom Teaching

Average	Below Average
Discussion lesson:	
1. Sometimes omits introduction or uses inadequate ones. Improves during teaching period.	1. Omits introductions or uses ones of no interest.
2. Tries to put discussion on "real" problem basis but lacks background. Problems not well stated. Improves.	2. Has discussion on information level. Uses poor questions instead of "real" problem.
3. Handles discussion fairly well. Shows improvement.	3. Allows discussions to drag. It may be purposeless.
4. Often fails to include all of group but makes an effort to do so. May not have very definite solutions.	4. Secures participation from a few. May leave solutions in "mid air".
Laboratory lesson:	
1. Uses introductions sometimes which are inadequate; may close lesson without a good evaluation period.	1. Uses inadequate introductions. Often closes class without evaluation, or it is teacher-dictated.
2. Needs help in organizing and managing. Class works for a purpose most of the time.	2. Organizes and manages situation poorly; class may be slow, working with little purpose, not through on time. Class may be noisy.
3. Turns out some products that are not up to standard.	3. Turns out inferior products.
4. Needs more vocational experience in some phases.	4. Lacks vocational experience in many phases.
Supervised study:	
1. Creates a feeling of need part of the time.	1. Does not create a feeling of need. Forces study upon pupils.
2. Often does not help the group to achieve clear cut, definite plans.	2. Does not help the group attain clear and definite plans. Either dictates or lets the class lead her.
3. Secures fair use of the time of pupils.	3. Secures only poor use of time of pupils. Often allows too much time. Group may be inattentive. There may be visiting.
4. May be quite alert to individuals in group.	4. Is not alert to individuals in group.

Classroom Teaching, - Continued

Very superior	Superior
Demonstration:	
1. Has lesson very well organized; well managed with materials ready	1. Has lesson quite well organized and well managed. At first, materials may not be all ready.
2. Guides girls to recognize need and purpose from introduction.	2. Guides girls to recognize need and purpose from introduction.
3. Uses good techniques skillfully.	3. Uses good techniques.
4. Raises and secures answers to many good questions during demonstration. In follow-up period there are few questions.	4. Raises and secures answers to good questions during demonstration. Not many questions in follow-up period.
5. Draws pupils out and leads them to summarize lesson well.	5. Manages a very good summary of lesson.
Pupil Participation:	
1. Guides plans unobstrusively.	1. Is able to guide plans very well after a little experience.
2. Secures initiative of pupils in planning and executing their plans with a minimum of guidance	2. Secures good pupil planning and good pupil activity as a result of group planning after some experience.
3. Secures pupil evaluation of their own success and failure.	3. Secures good pupil evaluation after a little experience.
4. Manages all work largely upon basis of pupil participation.	4. Manages all work largely upon basis of pupil participation by end of teaching period.

Classroom Teaching, - Continued.

Average	Below Average
Demonstration:	
1. Has lesson fairly well organized and managed. Materials sometimes not ready.	1. Has lesson poorly organized and materials not ready.
2. Does not see all possibilities nor make purpose entirely clear in minds of class in introduction.	2. Lacks purpose herself and does not make purpose clear in minds of class through introduction. Class apt to be inattentive.
3. Uses good techniques with some exceptions.	3. Uses poor techniques.
4. Raises some questions during demonstration. Some questions in follow-up period.	4. Raises very few questions in minds of girls during demonstration, but there are many questions in follow-up period.
5. Summarizes lesson pretty well but apt to do it herself.	5. Either summarizes lesson poorly or has no summary at all.
Pupil participation:	
1. Guides plans well with help but with some tendency to dictate plans.	1. Dictates plans or may let pupils guide her.
2. Secures pupil planning and pupil activity after quite a little experience.	2. Gets pupils to follow her plans fairly well, when carefully watched.
3. Secures some pupil evaluation but tends to do a good deal herself.	3. Evaluates class work herself though she may try to have class do it.
4. Manages a great deal of the work upon basis of pupil participation by end of teaching period.	4. Manages very little work upon pupil-participation basis, even by end of teaching period.

Management

Very Superior	Superior
Self:	
1. Plans her day with effort well-directed. Has a very good time sense.	1. Usually plans her day with effort well-directed. Has a good time sense.
2. Shows an exceptional sense of responsibility from the very first.	2. Has a high sense of responsibility.
3. Seeks additional responsibilities with good judgment.	3. Seeks out some additional responsibility; under enthusiasm may undertake too much.
Girls:	
1. Pre-plans her guidance	1. Pre-plans her guidance with help at first.
2. Organizes, directs, and guides girls easily and efficiently.	2. Organizes, directs, and guides girls with some help at first.
3. Is genuinely interested in working with girls. Needs little help.	3. Has real interest in girls; needs some help in working with them.
4. Gains confidence, respect, and honest liking of all girls quickly, and to a high degree.	4. Gains confidence, respect, and honest liking of girls.
5. Continually creates and maintains keen interest.	5. Creates and maintains high interest most of the time.
6. Stimulates girls to creative efforts.	6. Stimulates girls to some creative efforts.
7. Stimulates girls to high standard of personal conduct.	7. Stimulates girls to good standard of personal conduct.
8. Girls genuinely sorry when she leaves - show keen regret.	8. Girls sorry when she leaves - express regret.
Materials:	
1. Is very resourceful in finding materials.	1. Shows considerable resourcefulness in finding materials.
2. Has materials and supplies very well organized before class. Uses them to good advantage.	2. Has materials and supplies quite well organized before class. Improves with experience and in ability to use them to good advantage.
3. Becomes familiar with equipment in department immediately and plans for its use and care.	3. Becomes familiar with equipment in department and plans for its use and care after few days' experience.
4. Plans wisely the use and expenditure of money.	4. Plans wisely for the use and expenditure of money with some guidance.
5. Keeps accurate accounts.	5. Keeps accurate accounts with help.

Management

Average	Below Average
Self:	
1. Tries to plan her day but not always to good advantage. Has fair sense of time.	1. Does not plan day. May waste time. May lack punctuality in meeting appointments and in getting work done.
2. Does the things expected of her when they are suggested.	2. Does not carry satisfactorily responsibilities given her. Needs constant suggestion and follow-up.
3. Will assume suggested additional responsibility gladly.	3. Is not capable and not interested in additional responsibilities.
Girls:	
1. Pre-plans guidance with help.	1. Cannot visualize for planning.
2. Organizes, directs, and guides girls with some help.	2. Cannot organize, direct, or guide girls except with a great deal of help.
3. Is interested in girls. May guide one age level more successfully than other.	3. May not be interested in helping girls.
4. Has confidence, respect, and liking of most of the girls.	4. Loses confidence and respect of girls.
5. Creates fluctuating interest.	5. Loses interest of the group.
6. Stimulates creative effort part of the time.	6. Does not stimulate girls to creative effort.
7. Stimulates girls to good standards of personal conduct most of the time.	7. Sometimes may get negative reaction in conduct of girls.
8. Girls sorry when teacher leaves - some expression of regret.	8. Girls do not care when she leaves - some express pleasure.
Materials:	
1. Is resourceful in finding materials with help.	1. Is not resourceful in finding materials. Needs much help.
2. Usually has materials and supplies organized but may get some of them at last minute. Uses them to fair advantage.	2. Often has supplies and materials inadequately and poorly organized. Uses them to poor advantage.
3. Becomes familiar with equipment after several days. Plans for its use and care through suggestion.	3. Is never really familiar with equipment in department; does not plan for its use and care.
4. Plans use and expenditure of money with help.	4. Does not plan for use and expenditure of money.
5. Keeps fairly accurate accounts, with help.	5. Keeps inaccurate or careless accounts

Very Superior	Superior
Extra Curricular Activities:	
1. Shows creative ability in sponsoring extra curricular duties. Is alert to opportunities. Uses good judgment. Very interested in many activities.	1. Shows a degree of creative ability in sponsoring extra curricular duties Usually uses good judgment. Is interested in several activities.
2. Is an excellent organizer, manager and guide. Delegates responsibility with good results.	2. Is a good organizer, manager and guide. Delegates responsibility. Improves during teaching period.
3. Possesses a large degree of social grace.	3. Possesses considerable degree of social grace.
Standards of Work:	
1. Sees disorder without help. Assumes initiative in keeping department.	1. Wants things orderly and clean. At first needs help in guiding girls to this end.
2. Wants to keep things orderly and clean and guides girls to this end.	2. Becomes conscious of disorder after first few days. Shows great improvement in guiding girls in keeping department.
3. Has high standards of clothing construction for self. Pupils turn out excellent garments without help of supervisor.	3. Has good standard of clothing construction for herself. Pupils turn out good garments
4. Turns out excellent products in foods.	4. Turns out good products in foods.
5. Encourages and secures high quality of work in all activities.	5. Strives for and secures a good quality of work in all activities.
6. Is clean, well-groomed, and appropriately dressed with excellent taste.	6. Is well groomed and appropriately dressed for work.
7. Uses exceptionally good English.	7. Uses good English.

Average	Below Average
Extra Curricular Activities:	
1. Shows some ability in sponsoring extra curricular duties with help for ideas. May not always use good judgment. Is interested.	1. Shows little or no ability in sponsoring extra curricular duties. Has no creative ability and needs much help in carrying out ideas given her. Is not interested.
2. Is a fair organizer, manager and guide. May not delegate much responsibility. Shows improvement.	2. May use poor judgment. Is a poor organizer and manager. Does not know how to delegate responsibility.
3. Possesses some social graces.	3. Possesses very few social graces.
Standards of Work:	
1. May want a clean, orderly department, but sometimes does not achieve this through girls' efforts.	1. Is not particularly conscious of need of clean, orderly department.
2. Not always conscious of disorder. Shows improvement during teaching period in guiding girls to help.	2. Does not see disorder. Shows little improvement in guiding girls to help.
3. Has good standards of clothing construction for herself, but may accept fair garments from pupils unless helped. May need more vocational experience.	3. Has poor standards of clothing construction for herself. Accepts poor garments. Needs constant supervision. Needs a great deal of vocational experience.
4. Wants good quality of food products but needs help to achieve it.	4. Accepts rather poor food products. Is lacking in vocational experience. Needs much assistance from supervisor.
5. Wants good quality of work in all phases but needs help to achieve it.	5. Secures only fair quality work. Requires frequent encouragement from supervisor. Shows little improvement.
6. Is usually well groomed.	6. Needs suggestions from supervisor for grooming improvements.
7. Usually uses fairly good English.	7. Uses poor English; use of slang noticeable; poor speller.

Growth

Very Superior

1. Seeks supervision; is able to analyze herself well.
2. Is objective to supervision from beginning; increases in ability to correct weaknesses.
3. Can laugh at mistakes.
4. Makes a consistent day to day progress in teaching techniques and leadership.

Superior

1. Does not seek supervision often. Can analyze herself with help.
2. Reacts to supervision objectively after first few conferences. Increases in ability to correct weaknesses when they are pointed out.
3. Usually can laugh at mistakes.
4. Makes great progress in teaching techniques, leadership, and ability

PLEASE USE THIS SPACE FOR ADDITIONAL DESCRIPTIVE PHRASES WHICH MAY BE NECESSARY.

Growth

Average

1. Wants supervision but is afraid of it.
2. Is subjective toward supervision but increases in objectivity toward end. Shows some ability to correct weaknesses with help.
3. Grows to face herself. Can't laugh at mistakes at first. Is somewhat emotional.
4. Makes some progress in teaching techniques and leadership. Improvement not steady.

Below Average

1. Is much afraid of supervision.
2. Increases only a little in ability to take objective viewpoint and correct weaknesses.
3. Is very discouraged by criticism. Does not face herself.
4. Shows little progress in teaching techniques and in leadership.

Recommendations

Confidential Report

SUMMARY

To be filled out at the college

		1st 3 weeks	2nd 3 weeks	Average
1. Adjustment:	Personnel			
	Community			
	School			
2. Classroom techniques:	discussion			
	laboratory			
	supervised study			
	demonstration			
	pupil participation			
3. Management of -	Self			
	Girls			
	Materials			
4. Standards of work				
5. Extra curricular activities				
6. Growth				

Final Grade

Special Methods _____

Advanced Methods _____

RAW SCORES CONCERNING VARIOUS FACTORS IN COLLEGE LIFE MADE BY STUDENT TEACHERS IN HOMEMAKING

Student Teacher	S. T.[1] Grade	Scholastic Average	Living Conditions	Work	Extra-Curricular Points P[2]	H[3]	S[4]	Total
			1937 - 1938					
1	C	.94	B	I	18	7	0	25
2	B	2.56	C	I	39	166	30	235
3	B	2.32	A	I	173	36	0	209
4	B	1.00	C	R	12	0	0	12
5	B	2.18	A	I	15	7	0	22
6	B	1.61	A	R	31	0	0	31
7	C	1.79	A	N	6	28	0	34
8	B	.76	C	I	18	7	0	25
9	A	2.09	C	I	50	141	0	191
10	B	1.99	A	I	44	21	0	65
11	C	1.21	A	N	18	21	30	69
12	B	1.09	A	N	28	0	0	28
13	B	1.99	C	R	0	0	0	0
14	B	----	B	R	61	30	0	91
15	B	1.11	C	I	33	0	0	33
16	A	.97	B	R	75	113	0	188
17	B	2.28	B	R	57	7	0	64
18	B	2.63	B	I	35	35	0	70
19	C	2.13	B	R	24	7	10	41
			1938 - 1939					
20	C	1.21	C	I	47	0	0	47
21	A	1.86	A	I	159	78	10	247
22	B	1.10	C	I	6	0	0	6
23	C	.81	B	I	9	17	0	26
24	C	1.71	A	I	95	35	10	140
25	A	1.63	C	I	19	15	33	67

RAW SCORES CONCERNING VARIOUS FACTORS IN COLLEGE LIFE MADE BY STUDENT TEACHERS IN HOMEMAKING--Continued

Student Teacher	S. T.[1] Grade	1938 - 1939 Scholastic Average	Living Conditions	Work	Extra-Curricular Points P[2]	H[3]	S[4]	Total
26	C	1.02	C	I	27	0	0	27
27	A	1.65	A	I	109	49	30	188
28	C	1.18	C	I	35	0	0	35
29	B	1.08	B	R	0	0	0	0
30	C	1.08	C	I	22	30	0	52
31	B	2.22	B	R	12	7	0	19
32	B	1.45	A	R	120	35	0	155
33	A	2.20	B	I	21	7	0	28
34	C	1.45	B	I	21	0	10	31
35	B	1.55	A	I	32	28	0	60
36	A	1.90	C	N	33	50	30	113
37	A	2.34	C	N	61	44	0	105
38	D	1.54	A	N	30	21	40	91
39	A	2.81	B	I	21	14	0	35
40	A	2.34	C	R	14	73	0	87
41	A	2.28	C	I	28	17	0	45
42	C	1.16	C	I	33	0	10	43
43	B	1.07	A	N	10	0	0	10
44	A	1.82	A	I	21	42	20	83
45	A	2.18	A	I	106	29	0	135
46	B	2.37	B	N	46	48	30	124
47	C	1.75	A	N	70	110	20	200
48	B	1.58	B	N	61	21	20	102
49	C	1.70	C	I	34	14	50	98
50	B	1.23	B	I	71	15	0	86

RAW SCORES CONCERNING VARIOUS FACTORS IN COLLEGE LIFE MADE BY STUDENT TEACHERS IN HOMEMAKING--Continued

Student Teacher	S. T.[1] Grade	Scholastic Average	1938 - 1939 Living Conditions	Work	Extra-curricular Points P[2]	H[3]	S[4]	Total
51	C	1.91	C	N	33	0	0	33
52	C	1.35	C	R	71	30	0	101
53	A	1.67	C	R	20	0	0	20
54	C	1.41	B	R	19	10	0	29
			1939-1940					
55	C	1.29	B	I	15	0	0	15
56	C	.99	A	I	23	14	0	37
57	B	2.08	B	R	40	0	0	40
58	B	1.09	B	R	77	0	0	77
59	B	1.33	A	I	152	0	0	152
60	C	1.20	A	N	39	0	0	39
61	A	1.86	A	R	71	78	0	149
62	A	1.07	A	R	12	0	0	12
63	A	2.26	A	I	29	7	0	36
64	B	2.41	A	I	167	48	0	215
65	B	2.03	B	N	41	0	20	61
66	C	1.08	B	R	21	0	0	21
67	A	1.96	B	R	22	32	20	74
68	B	1.58	B	N	61	101	0	162
69	A	1.79	A	I	81	195	20	296
70	B	1.61	A	N	27	58	0	85
71	A	1.81	C	I	45	0	0	45
72	C	1.55	C	N	35	0	30	65
73	B	1.83	B	R	6	64	0	70
74	A	2.05	A	I	24	0	0	24
75	D	1.63	A	I	36	14	20	70

RAW SCORES CONCERNING VARIOUS FACTORS IN COLLEGE LIFE MADE BY STUDENT TEACHERS IN HOMEMAKING--Continued

Student Teacher	S. T.[1] Grade	1939 - 1940 Scholastic Average	Living Conditions	Work	Extra-Curricular Points P[2]	H[3]	S[4]	Total
76	B	1.67	A	I	63	0	0	63
77	B	1.63	C	R	23	0	0	23
78	C	1.43	A	N	39	14	0	53
79	C	1.38	A	N	41	14	40	95
80	B	----	A	I	29	72	40	141
81	C	1.30	B	R	0	0	30	30
82	B	1.03	B	N	30	0	0	30
83	C	1.47	A	R	6	0	0	6
84	B	2.00	B	R	15	0	0	15
85	D	1.28	A	I	18	0	30	48
86	C	2.18	A	N	19	7	0	26
87	A	1.74	A	R	110	60	10	180
88	A	1.55	A	R	90	73	0	163
89	B	2.43	A	N	9	14	20	43
90	B	2.30	A	N	43	14	50	107
91	B	2.45	C	N	123	54	0	177
92	C	.61	A	I	30	21	10	61

1 - Student Teaching
2 - Professional
3 - Honorary
4 - Social

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