THE BEARING OF THE STUDENT TEACHING EXPERIENCE IN HOME ECONOMICS UPON ATTITUDES TOWARD TEACHING AS A CAREER AND TOWARD STUDENTS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
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Mankind, from early time to the present day, has provided some form of preliminary guided apprenticeship for the neophyte. This was true in the apprenticeship guilds and it is true today in modern teacher education, where the novice in student teaching has the opportunity to serve under guidance of mature members of his chosen vocation before being certified.

In 1938, The American Council on Education created the Commission on Teacher Education to evaluate teacher education on a nation-wide basis. The Commission published a number of reports from 1939 to 1946, culminating in the final report: The Improvement of Teacher Education. The need for helping teachers work together, for broad general education, for scientific professional knowledge and for active firsthand experiences with youth were clearly pointed out. The Commission's view of the significance of teacher education follows:
Education is the means whereby a democratic society perpetuates its culture and provides for its progressive improvement. While, in a real and important sense, all living experience exercises an educational influence, it is to the schools and institutions of higher learning that our society has assigned a special and chief responsibility for inducting youth into the culture and for developing in them the capacity wisely to modify the nurturing of the nation's human resources. That the schools and colleges should be excellent and influential is, therefore, a matter of prime social concern.¹

Many factors influence the effectiveness of schools. Among these factors are the students, who, as a result of inheritance and the impact of the home and community environment, are always unique; the amount and the kind of support given the school; the type of buildings and equipment; and the kind of curricula and guidance. But, beyond the students, no other elements in the educational situation are so requisite and so significant as the men and women who conduct the schools—the teachers.

With the rise of totalitarianism and its disregard for the freedom and worth of the individual, it has become evident that democracy is confronted with a formidable enemy. Those who realize the crucial nature of this threat have become deeply concerned. Those who considered the problem as members of the Commission on Teacher Education said:

Teacher education is charged with the responsibility of producing teachers of this caliber, teachers fit for our nation and our times. There is the necessity of developing the best possible programs of pre-service education.\(^2\)

Even before the study of teacher education was made by the American Council on Education some serious thinking was being done by individuals and by institutions. The staffs of these institutions were concerned with the kind of education prospective teachers were receiving in relation to the functions teachers of the times would need to perform.

The Staff of the College of Education of The Ohio State University examined its own program of teacher education. Its concern was not with what was being done. It considered what should be done (1) to develop well-balanced teachers with a sound professional attitude toward the students they would teach in the modern world and (2) to have themselves understand the value of democracy. In the book, *Adventures in the Reconstruction of Education*, which grew out of this study, it is pointed out that:

> Those who teach, more particularly those who teach those who are preparing to teach, have an especial obligation in such a cultural period. Theirs is the task of creating the conditions of learning within which an examined experience in democratic association may be had. If we believe

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that the good life is marked off by its dedication to the free man, that intelligence is to be fostered on the part of each individual, that the findings of scientific thought should replace the edicts of authoritarian voices, that a growing sense of control of all the aspects of one's living is essential to the full release of personal qualities—if we believe these things, then we must believe in those social relationships which foster such ends, and ours is the task of creating in the environment and processes of educational institutions themselves the associated and co-operative living which permits such values to be examined. Education must itself become a democratic way of living if the fruits of learning are to be brought into reflective relationship to the democratic way of life. What one learns about the methods of association with one's fellow is quite as important as is that which one gains from the knowledge which man has accumulated and classified.3

This faculty has long had an experimental approach to teacher education and the following statement expresses one of its basic hypotheses:

The teacher must have understanding of children, of the community, of the multiple functionings of the modern school; he must see his work as involving not only classroom but extra-class contributions to child development, must see himself as constructively participating in the community culture. If the program is to be true to its own philosophy it must give laboratory experiences in all these various activities.4

The foregoing discussion indicates a need for a professional


4 Ibid., p. 121.
education program which provides for direct experience with children and youth of varied intellectual abilities, home background, social and economic levels. While certain elements characterize the growth and development of all individuals, those elements are conditioned by native capacities and by the environmental factors surrounding the human organism. It is these factors which make each child the individual that he is. They condition his health, his values and attitudes, his abilities, his experience background. If the teacher-to-be is really to understand this conditioning process, its implications for the nature of school experiences, and the school-home-community relationships he must work with the children having varied abilities and backgrounds. The principles of "learning to do by doing" requires opportunity in the professional program for the college student to study firsthand how growth patterns are modified by environmental factors and to apply basic educational principles in meeting the needs of learners as conditioned by both native and environmental differences. Only as there is provision in the professional program for opportunity to work with differing pupil groups, will superintendents and principals cease to have cause to say that the beginning teacher has been theoretically rather than realistically prepared for his work. Only then will beginning teachers cease to try to superimpose practices appropriate to the college laboratory school but totally unsuited to children
of different abilities and backgrounds. Only then will the young teacher work with any and every group of learners in ways to help them make their greatest possible growth by adjusting content, methods, and materials to their needs.

The function of the school is unique in the American culture.

In the words of Bode:

The task of the democratic school is to develop individual capacity with a specific reference. This reference is to democracy as a whole way of life. This reference to democracy is of a twofold kind. A democratic school may be expected to give actual experience in democratic living and to foster intellectual insight, or understanding of the principle on which democracy is based and which gives it a distinctive character.5

If the task of the democratic school is to be fulfilled, this new teacher must seek to guide learning in terms of principles rather than by conformity to sanctioned ways of doing things. This necessitates a teacher who strives to see the relation between the observed situation and subsequent learning activities. Brim expresses this idea very concisely:

We must produce a thinking teacher, guided by a clear conception of values and dynamic functioning principles, a teacher possessing a personal philosophy of education, personally achieved.6


The teacher's chief task is to assist pupils to think in terms of vital problems which engage their efforts and promote the process of growth. Hence, the need for a teacher who has developed an experimental attitude toward his work and toward life becomes evident. Mitchell describes such a disposition as "an attitude of eager, alert observation, a constant questioning of old procedures in the light of new observations... an experimental opendindedness."

This new teacher must have a democratic philosophy characterized by a strong belief in the great worth of every person. No artificial lines can be drawn which place individuals in groups of greater merit and lesser merit. Each person should be approached with an appreciation of the unique worth which he, as an individual, brings with him.

A second element of the democratic philosophy holds that free access to information will enable one to reach conclusions and decisions which are good and which are sound for the group. In arriving at these decisions, the welfare of every person in the group—not just the majority—is important. The worth and the rights of the individual are of major importance. Democracy emphasizes the primacy of human values and is a method of reconciling conflicts between individuals and groups. Free discussion and free access to information are vital concomitant

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factors in a democratic society.

This philosophy further assumes that problems and disagreements will arise. As the social forces of our time press us on into a new and evolving social scene with new and unpredictable problems, a sound and challenging method of meeting these problems is needed. This method should not be one of complete reliance on traditions, unquestioned authority, superstition, or brute physical force. It should, rather, rely upon intelligence and the use of the scientific method or critical thinking. The steps in this process include recognizing and defining the problem; projecting possible hypotheses for the solution of the problem; gathering and classifying data pertinent to the projected solution to discover whether or not it is valid; accepting, rejecting, or modifying the solution—depending upon the data; and finally applying and retesting the solution to the problem in the light of the new findings.

A democratic philosophy also holds that improvement of both the individual and the group is possible. It is here that education functions in its true purpose. Bode says that "learning is a change in experience such as to provide for increased control of behavior." If this is true, it follows that teachers in a democratic society are charged with the responsibility of

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providing opportunities for many varied experiences in such a way that learning or reconstruction of these experiences can take place.

Teachers in a democratic society must have a deep respect for individual personality. Individuals are not equal in abilities, but all are equally deserving of respect and help in realizing their potentialities. Each individual must be accepted by the teacher for himself alone because he is a person. The teacher needs also to understand child growth and development and their implications in relation to individuals within a class group and to the group as a whole. Each student should be helped in learning how to think, feel, and act under the authority of his own rational powers.

To educate the student of today for life in a democratic society and in a world of many competing, conflicting and ever-changing values is the job of the school—the purpose of education. Schools must be adapted to the cultural situation of which they are a part. Much concern for this idea as it relates to teacher education has developed in the last decade. Many teacher education institutions have begun to examine critically and to evaluate their own programs. This seems pertinent in a world where conflicting ideologies are constantly challenging each other. The teachers of tomorrow will be inadequate if trained for the world of yesterday. They must be educated for living in the present and for meeting the problems of the unknown future. They must be
educated, too, so that they can help others to live in the same changing times.

Teachers as individuals and citizens must be persons who are able to act intelligently in a changing world. As individuals think about their experiences—study them and arrive at basic understandings and generalizations—they build sound bases for meeting new situations. Teachers as professional workers responsible for guiding youth in acting on thinking must themselves have that ability. Teachers who act in terms of purposes and plans which are understood and which judgment approves will foster the development of an educational program with regard for the uniqueness of each group of learners and the community in which they live. Teachers who act after giving considered thought to their action will be able to deal with controversial issues, to explore current problems, to focus on youth's concerns not outlined in the course of study and for which they may be little or no easily available materials. Then teachers will initiate curriculum revision; take an active part in making suggestions for needed changes in the work of the school; carry on experimentation as an integral part of their profession; have the zest for teaching which stimulates working effectively with parents who do not understand, with an administration that desires "peace at any
cost," with colleagues who work by pattern rather than principle.

Student teaching can make fundamental contributions toward helping the young college student develop as a prospective teacher. As Sophocles stated as long ago as 445 B.C., "One must learn by doing the thing; for though you think you know it you have no certainty until you try." It is not enough for the prospective teacher to verbalize. He must be able to translate ideas into action in a variety of situations and under varying conditions. So precious is the human material with which the teacher works that the ability to translate soundly conceived ideas into action cannot be entrusted either to verbal translation or to implementation after the period of professional study. There is need for experience that provides the learner an opportunity to check and test his ability to work effectively in guiding learners. Failure to provide such experience may deny the prospective teacher both knowledge of what is involved in teaching and of his own reactions to and ability in guiding teaching-learning situations. There must be contact with and participation in varied situations so that the learner and those who guide him can evaluate his ability to function effectively. There is need for the putting-to-test of ideas. There is need for direct experience as a vital part of the professional program in the sense of personal trial, observation, and practice.
Historical Development of Student Teaching

Mead, in a comprehensive report on student teaching, says the earliest practices of student teaching were in Gotha and other German states. Teachers' guilds existed at Munich, Frankfort, Nuremberg, Augsburg, and Lubeck as early as 1595. Later, in 1698, ten Seminaria Scholastica were established in Gotha. The nature of the practice was described by the author as follows:

The candidates were instructed 'to listen to the lessons given by the directors and themselves to give the lessons in their presence...'. After that he should discuss the School-Method with them at certain hours and not only to point out how to act in accordance with that, but honestly tell them this or that advantage which he, the preceptor, has found practicable and also to give them a model lesson in the school so that they may learn well how to apply it hereafter.9

Then, too, in 1696, Francke at Halle directed the work at the Seminarium Praeceptorium. This included active teaching, visitations, conferences, and the use of a guidance manual prepared by Francke. Later, in the 1800's, Herbart established pedagogical seminaries for teachers. Each pedagogical seminary was to have attached to it a Gymnasium for use during the student's Seminarjahr and Probejahr. Mead reports that in 1848 public schools were used in training student teachers. This was at the Royal Seminary at

Dresden. Many of the schools made use of special type situations for their student teaching—the blind, orphans, the dumb and the poor.

The French also made use of model schools in connection with their normal schools. These came into existence in 1833. England used the monitor system in which older students were used to guide the younger.

The idea of the professional training of teachers made its first significant appearance in this country in the early years of the nineteenth century. The monitorial system appeared in New York City in 1806 and almost immediately spread all along the Atlantic Coast. By 1829, the system had spread as far West as Texas. Schools of this system were organized on the basis that teaching means imparting knowledge, the only requisite for imparting knowledge being to know thoroughly what is to be imparted.

While the monitorial system was training teachers to develop the "recitation method," the establishment of teachers' seminaries, with specific provision for practice teaching, was advocated. Practice teaching, for the first time, was definitely provided for through the building of a "model school" with each seminary.

The first school of this kind was that established at Concord, Vermont, by Samuel R. Hall in 1923. He endeavored to give his students experience in practice teaching and observation by bringing in a few pupils from the public schools. These children were used
both for demonstration and practice purposes.

Hall's work paved the way for further action and as a result the first State Normal School in the United States was organized at Lexington, Massachusetts, in 1839. The training programs were interested, first, in the acquisition of knowledge. Subject matter was their chief concern. Second, there arose a concern to develop the best methods for teaching these various subjects. The methods evolved in "The Art of Teaching" were for the purpose of teaching subjects specifically. Teaching, or practice teaching, meant imparting this subject matter to others in the same fashion in which it had been imparted to the young teacher. Model lessons meant pattern forming.

At the dawn of the normal school, the main desire behind the movement for better equipped teachers was to elevate the status of the common schools. Thus, education in these schools was measured in terms of subject matter acquired. The idea of a trained teacher was dominated by a desire for efficient methods of imparting subject matter and for a teacher who could efficiently manage the school. Then, with the advent of the normal schools, practice teaching, to a large extent, became a matter of presenting model lessons. This practice was first characterized by "planning review exercises with the intention of teaching." These model lessons were later tried out by the students on their classmates. As model
schools were added to the normal schools the aim of practice work became that of providing "opportunities to practice the methods of instruction and discipline inculcated in the normal schools."\textsuperscript{10}

Following the introduction of the Oswego movement into American normal schools, student teaching as a phase of teacher training occupied a more central position. Emphasis in practice shifted from the teaching of subject matter to the development of method. Skill in the performance of a particular method of instruction soon became the goal and much practice was encouraged to get the right slant on the "object lesson." This led to formalization of an extreme type. Gordy illustrates this as follows:

The regular teacher gives the lesson to the class. The assistants—pupil-teachers—observe and mark the methods as models for imitation, both as respects the steps in the lesson and the management of the class under instruction. One of the assistants—a pupil-teacher—next gives the lesson.\textsuperscript{11}

Such training necessitated carefully laid and detailed plans and led to an over-emphasis of definite techniques and devices. Practice teaching, as an effort to collect a "bag of tricks," became definitely emphasized.


This emphasis upon method fashioned a concept of teacher preparation as a type of vocational training. Scholarship or knowledge of subject matter received a secondary place. One aim stood foremost: the development of the most proficient teacher possible, one skilled in the acknowledged methods of procedure and management.

Even as late as 1918, Wilkinson wrote that "the normal school is a vocation institution whose function is to prepare candidates for the teaching profession." He states further that "Vocation pedagogy recognizes the best method of imparting skill and technical knowledge needed in any occupation is through actual participation by the candidate in the vocation being learned." This emphasis, crowding out the idea of personal culture, more and more put a premium on that type of training which viewed the practice period as an opportunity to get a practical mastery of most of the difficulties of instruction and management. The result was the training of "pattern teachers."

The methods of teaching which followed in the wake of the Herbartian movement resulted in the formalized classroom procedure known as the "five formal steps." This led to the development of detailed teaching procedures implicit in the concept. Practice teaching emphasized carefully planned lessons. Critics watched

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W. A. Wilkinson, "Functions and Organization of Practice Teaching in State Normal Schools," Educational Administration and Supervision, IV (June, 1918), 289-296.
the process and criticized the teachers' techniques. As a result, teachers were interested in a fine technique and in devices to facilitate their purpose of transmitting knowledge. Robertson bears this out in the following statement:

This school /the training school/ must give or require of those committed to its care scholarship. The school must associate or arrange this knowledge that it may be reimpacted. The school must give to each student this knowledge to the end that he may acquire skill therein.  

The campus or "model" school was established almost with the beginning of the normal school. The first off-campus facilities used are not recorded, but it can be surmised that the first teacher education institution which enrolled more students than its campus school could care for as student teachers, turned to the public schools in the town. It is recorded that in 1920 one-third of the normal schools in the country were using public schools for student teaching.  

Beyond 1920, the story develops logically from the beginning. In 1928, Colebank discovered a clear tendency toward the use of public schools as co-operating schools. Foster's research in 1933 revealed that the number of campus schools was increasing but that

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use of the public school as a center for student teaching was still the dominant practice. Eight years later an increase was noted by Hammock in the use of the public school as a necessary part of the program of student teaching in secondary education. This increase was a part of a tendency between 1934-38 and 1940-41 to increase the number of types of schools used in the secondary student teaching program. In 1945, public schools were still bearing the heaviest burden of student teaching, although the use of campus schools had not decreased. By 1948 a large number of institutions were using public schools and campus schools as laboratory centers.

Thus, old time "normal school," which served a high public purpose in its time, has given way to the broad educational program provided by modern colleges and universities, where professional education is associated with and built upon a scheme of liberal education.

Functions of Student Teaching Today

Today student teaching aims to foster a program which will enable the student teacher to develop a clarity of social outlook

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toward the problems of teaching and at the same time build up a body of consistent fundamental principles, knowledge, techniques and abilities relative to the conduct of the learning situation.

The primary concern in education today is the growth of the individual, or as Bode expresses it, "... to enable the pupils as they grow up, to envisage the outstanding issues of our present civilization and to put them in the way of achieving a reflective and coherent attitude toward it, so they may order their own lives and conduct intelligently." Student teaching as a part of this educational process must, then, be very closely integrated with whatever aims are proposed for education. Student teaching should play an important role in enabling those who have chosen teaching as a life career to realize the richest possible life and at the same time develop the power to guide and direct accordingly the activities of those whom they teach. Thus, one of the functions of student teaching is to contribute to the liberalizing development of the student.

Secondly, as its unique contribution to the training of the prospective teacher, "student teaching may offer to the pre-service teacher an opportunity to develop the ability to direct the activities of the pupils in terms of the aims of education." This means

18 Boyd H. Bode, "Does American Education Have an Adequate Program?", The Nation's Schools, VIII (September, 1931), 124.

that the student teacher has reached that state in his training when he assumes full responsibility for the direction of the learning activities of the pupils. And, having assumed this responsibility, he becomes deeply interested in the pupils' possibilities of realizing the outcomes of education and in the means whereby each individual student can develop his potentialities. The interests, needs, and capacities of the individual pupils are made uppermost in the selection and organization of materials, in the development of the program of studies, and in the consideration of appropriate classroom procedures. As Meyers suggests, "... if a student teacher is to be successful, attention must be turned to the needs of the individual; away from the activities of the teacher. These needs are carefully analyzed and an effort is made to promote their realization in terms of the desired social program."\textsuperscript{20}

The student teacher during this period works with this group, co-operates with them by participating in various phases of their social environment, studies and analyzes their reactions, interprets these in terms of the underlying theory of the learning process, and as a result endeavors to provide that type of environment which will foster the development of those habits, skills, attitudes, and ideals suggested as the outcome of education. An

\textsuperscript{20} Ibid., p. 8.
opportunity is given to the student teacher to direct learning activities in accordance with the demands of pupil growth.

A third function of student teaching is to provide an opportunity for the student teacher "to experience the problems of directing learning in such a way that he may develop his own approach to the solution of present teaching problems in terms of a coherent and consistent philosophy." Instead of approaching the period with definite solutions on tap for foreseen teaching problems, the student teacher, through a broad and enriched experiential background, should meet the problems of teaching as the scientist approaches a new problem.

The student teacher may learn to solve his teaching problems in the light of the most probable implications of his data. He may become aware of the importance of maintaining an open mind and he may see the importance of being able to adjust or adapt his methods of teaching according to the nature of the learning situation. The student teacher may learn to keep the pupils' problems ever foremost and to select and organize subject matter in these terms.

Through this opportunity for participation in the actual social situations of the classroom, the student teacher may be made aware of his opportunity to grow; to see this as an occasion when it is possible to develop principles of teaching in terms of the educative process and the concrete teaching experiences involved.

21 Katherine M. Evans, "Study of Attitudes Toward Teaching As a Career," British Journal of Educational Psychology, XXII (February, 1952), 65.
This phase of training should be a period of creative activity in the actual handling of boys and girls. It should be a time when the student teacher applies principles, discovers, reinterprets, or reconstructs principles through the careful analysis of problems that constantly appear.

As a fourth function, student teaching is to provide an opportunity for developing ability in guiding and stimulating the learning activities. This involves skill in the use of various teaching procedures as a means of organizing and using subject matter to further the growth of individual students. While the preceding function emphasized the development of a sensitivity to the learner's needs and his responses, this stated function is particularly concerned with the development of an increased expertness in meeting these needs. The two are not separate and cannot be separated; each facilitates the other.

All phases of student teaching may offer numerous opportunities for analyzing individual growth in the problems of learning. The development of skill, or ability in so doing, is significant as a factor in making the student teacher readily adaptive to teaching situations. The readiness with which one can recognize old meanings in new situations and reconstruct the situation in terms of its implications for future activity is very important in the development of teaching habits. It promotes alertness and ready adaptability.
Finally, student teaching may offer constant opportunities for the direction and stimulation of the student teacher's professional growth. He may gain a heightened appreciation of the finer phases of teaching through a wide contact and participation in all phases of the teachers' activities.

Thus, if student teaching is to be a vital part of the teacher education program, it should:

1. Enable the pre-service teacher to direct the learning activities of the pupils in terms of formulated aims.

2. Enable the student teacher to experience the problems of directing learning in such a way that he may develop his own approaches to pertinent problems of teaching, developing concurrently a coherent and consistent philosophy of living.

3. Foster the growth of the student teacher in having him understand the order of which he is a part, with a developing sensitivity toward its possible improvement.

Related Literature

Teacher education appears to be thoroughly committed to the idea that the learnings it seeks can best occur when prospective teachers understand boys and girls, understand their environment, and participate with them in their environment. The nature of
the student teaching experience is of great concern to those interested in teacher education because it is the major part of the prospective teacher's laboratory experience.

A search of current literature yields some information as to the present status of student teaching, and the trends in programs of student teaching. There is relatively little literature dealing with the influence of the student teaching experience upon the attitudes of the student teacher toward teaching and toward high school students. Yet some knowledge of the attitude of prospective teachers toward teen-agers and toward teaching as a profession seems essential if the teacher education program is to be effective in developing teachers who will have attitudes that are not in conflict with their future roles.

Studies on Present Status of Student Teaching

In 1947, Blyler attempted to answer the question: "What are the practices and trends in the field of practice teaching among the member schools of the American Association of Teacher's Colleges?" She conducted a survey of 183 member schools, with 136 or 73.2 percent answering. Aspects of student teaching covered in the study included the laboratory school, the plan for student teaching, observation, the use of lesson plans, requirements for entering

22 Dorothea Blyler, "Student Teaching in the American Association of Teacher's Colleges," Educational Administration and Supervision, XXXIII (February, 1947), 75-87.
practice teaching, the placement of practice teaching in the curriculum, and the duties of student teachers. Her findings, which give an interesting picture of student teaching, are presented here briefly and give only significant results of the study.

One hundred and eight of the institutions surveyed had campus schools as the laboratory school. Only three of these 108 campus schools were secondary schools. Fifty-three had elementary as well as high schools and 26 had junior high school in addition to the elementary grades. Fourteen of the schools had a kindergarten, one had special classes for the mentally handicapped, and one had a nursery school.

Ninety-five teachers' colleges used city schools for practice teaching, 52 used schools of neighboring towns, and 53 used rural schools. Various situations were used in all cases. Eight colleges provided rural laboratory schools on the college campus.

The plan for practice teaching varied for respective institutions. Forty-eight colleges indicated that students taught one clock hour per day per quarter or semester. Students in 18 colleges taught more than one hour but less than a half-day. Students taught a half-day in 28 colleges. Thirty-two indicated that students spend the entire day in observing and helping the critic teacher and finally take full charge of the class. Students of 33 colleges lived in a community under actual teaching conditions.
The time spent in these communities ranged from six to twelve weeks. Blyler stated, regarding this situation:

On the whole there seemed to be no tendency to give more credit for this type of experience than for the two preceding types of practice teaching, although it would seem to be of greater value.23

Credit given for practice teaching, regardless of type, ranged from two to twelve quarter hours credit. The median given was 7.5 and the average was 7 quarter hours. The most frequent was 8 quarter hours.

Blyler found that observation was done in three ways: (1) as a part of professional courses, (2) as a part of practice teaching, and (3) as a special course. Those courses required before entering practice teaching most frequently mentioned were: methods, educational psychology, principles of teaching, general psychology, child psychology, educational methods, integrated courses, classroom management, the child and the curriculum, observation and participation and educational sociology. These courses are given in rank order with 101 colleges requiring a methods course while only six colleges required educational sociology.

Eighty-eight colleges surveyed required lesson plans for the student teacher during the period of teaching. Twenty-two required

23 Ibid., p. 82.
lesson plans later.

The requirement for entering practice teaching involved such factors as credits, scholastic average, recommendations, personality ratings, health certificates, and formal applications.

Fifty-five colleges stated that the critic teacher was responsible for subject matter taught by the student teacher. Forty-seven cases showed that it was the college teacher and critic teacher combined. The college teacher of the major field determined what was taught in 26 schools.

Blyler concluded that the laboratory schools were not being used as much as they should be, and that they were not laboratories in the full sense of the word.

The American Council on Education, through its Commission on Teacher Education, conducted a six year study on teacher education. The study included a section devoted to the subject of student teaching. The Commission found that student teaching, combined with professional orientation, was by far the most emphasized phase of teacher training. The report notes that the instructional method called for was direct experience of some kind combined with group discussion and supplementary reading. The direct experience was that of practice or student teaching. The report emphasized the importance of student teaching:
Inasmuch as the heart of professional education in each curriculum presented has been shown to be some form of student or practice teaching, it is fitting that we should place the chief emphasis of this chapter on so all-important a subject.24

Further, it noted: "The trend was to make of general and professional education an increasingly less differentiated process, with specialization in the teaching subjects left more or less by itself."25

The Commission's report showed in its several selected illustrations of typical programs that the real objective of the program was to make the experience as real to the student as possible. The Commission elected to avoid proposing an ideal program, but, instead focused attention upon the need for continuous improvement in existing programs.

Stiles, in a report on the contributions of the Commission on Teacher Education, noted six major trends in programs of student teaching. He emphasized that these trends were associated with the colleges and universities by the Commission. He further made clear that none of the schools studied gave evidence of moving in the direction of the trends. These trends were:

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25 Ibid., p. 181.
1. The fusion of student teaching with other experiences directed toward professional preparation of teachers.

2. The provision of vital experiences with children, schools and with communities prior to student teaching.

3. Opportunities provided for prospective teachers to observe and participate in both laboratory schools and public schools.

4. The encouragement of continuous teacher-pupil planning between the college staff supervisor, the directing teacher and the prospective teacher.

5. The development of the full-time student-teaching internship.

6. Emphasis upon evaluation of teaching.26

Stiles set forth two purposes of evaluation. These were:

.... (a) to examine and ascertain the extent to which the prospective teacher was profiting from experiences provided during student teaching and (b) to evaluate the usefulness and the effectiveness of facilities provided for student teaching.27

Hahn's study revealed that most of the present-day student teaching centers around active class work only. Few directing teachers and student teachers reported participation of student teachers in such activities as clerical duties normally assigned to regular teachers, curriculum work and faculty meetings in the


27 Ibid., p. 156.
participating schools, observation by student teachers in rooms other than those of the directing teacher, and planning of school policies and administrative procedures in the co-operating school or district. Omission of these and other phases of school work as a part of student teaching undoubtedly results in student teachers getting an incomplete picture of their future responsibilities.

It is significant, too, that in these and in several other areas investigated in the study, the picture presented by supervisors is much rosier than that given by the student teachers themselves. Hahn pointed out "that apparently supervisors had very high ideals regarding the experiences their charges are to have when they do their work in the co-operating schools, but the same supervisors have not enough time to verify the extent to which trainees actually get the opportunities the institutions want them to have." Perhaps this is a bit of evidence that insufficient personnel and inadequate financial support of many teacher education institutions may create gaps in the professional education of future teachers.

Studies Related to Student Teacher Attitudes

A study by Mitzel and Aikman was directed toward a twofold

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general problem, as follows:

(1) Are there significant changes between the pre-term and post-term teacher-pupil Minnesota Teacher Attitude Inventory scores of teacher education seniors enrolled for a term's student teaching in a metropolitan college?

(2) If there are important MTAI score changes among teacher trainees concomitant with the student teaching experience, are these changes related to the extent of students' personal satisfaction with their first practical teaching activities?²⁹

With reference to the questions posed, there appeared to be two important conclusions:

(1) In spite of rather wide score fluctuations for individuals, the MTAI yielded quite consistent results with a time lapse of several months for three sizeable groups of student teachers. However, subsequent investigations, in which student teachers are grouped on some basis other than satisfaction, may show greater or less stability in mean MTAI scores.

(2) Teacher-pupil attitudes, measured by the MTAI are slightly related to estimated satisfaction with student teaching. The weight of the evidence in this report suggest the hypothesis that satisfaction is pre-determined by teacher-pupil attitudes held prior to the student teaching experience.

Two other findings of this report seem to have educational implications:

The data suggest that a non-linear relationship may exist between teacher-pupil attitudes and satisfaction with student teaching—higher MTAI scores predispose a student to belonging in an average satisfaction group rather than in the highest or lowest satisfaction groups. No good postulate is presently available to the authors to explain this observation in their data.

A significant, but slight decrease in mean MTAI scores was observed for two of the satisfaction groups in comparing the pre-term measure with the post-term measure. Previous reports on the MTAI have suggested that mean score increases are characteristic of teachers in training.

Several other studies have tangential relevancy. One pertinent study which attempted to determine teachers' attitudes toward pupils was that of Leeds. The major purpose of Leeds' investigation was "to construct a measuring instrument which would gauge the attitudes of teachers toward pupils and serve to differentiate those teachers who get along well with children from those who do not."\(^{30}\)

In order to measure these attitudes, Leeds devised a Teacher-Pupil Inventory consisting of 161 statements of opinions relating to pupils and the part that the teacher should play in their educational development. Leeds administered this Inventory to two groups of teachers. The first group of 100 teachers was selected on the basis of their principals' ratings as having "good" pupil relationships. The second group of 100 teachers

was selected on the basis of their principals' ratings as having "poor" pupil relationships. By comparing the responses of the two groups to the items of the Inventory, Leeds developed an empirical scoring key for the instrument.

To validate the instrument, a new sample of 100 teachers in grades, four, five, and six was obtained. The Teacher-Pupil Inventory was administered to these 100 teachers and scored with the key that had been previously developed. Three criterion measures of teacher-pupil relationships were obtained: (1) rating by the principals, (2) classroom observation rating (by Leeds), and (3) rating by the pupils. The three ratings correlated with the scores on the Teacher-Pupil Inventory to the extent of .43, .49, and .45 respectively. A combination of the three ratings correlated .59 with the Inventory scores. A multiple correlation of .60 was obtained between the three ratings and the Inventory scores.

Leeds also investigated the relationship between teachers' attitudes between pupils and certain personal data factors. The factors investigated were age, sex, training, nationality, teaching experience, marital and parental status, grade level, subject taught, size of school system, and liking for teaching. On the basis of the limited sample of teachers studied, Leeds found little relationship between Inventory scores and the personal factors considered. He did find that (1) teachers below
forty scored significantly higher than those aged forty and above and (2) the mean score of teachers of grades 1-6 was higher than that of teachers of grades 7-12 although the differences were not statistically significant.

Callis\textsuperscript{31} used the Teacher Attitude Inventory (a modification of the Inventory constructed by Leeds) to investigate the relationship of teacher-pupil attitudes to training and experience. Significant aspects of Callis' study included: (1) investigation of the susceptibility of the Teacher Attitude Inventory to attempt to "fake good" (i.e. falsify the scores so as to appear in a more favorable light); (2) changes in attitude in college juniors after their first six months' exposure to general courses in education; (3) changes in attitude in college seniors who were first tested at the beginning of the school year and again six months later; (4) an investigation of changes in attitude of beginning teachers who were first tested as they graduated and again after they had been teaching for six months; and (5) an investigation of the differences in attitude among three groups of graduating seniors (early childhood education majors, academic field majors, and special field majors).

Callis drew two major conclusions from his study:

(1) .... the attitudes measured by the Teacher Attitude Inventory are of sufficient stability to warrant further investigation as to their efficiency in predicting teacher-pupil relations in pre-training selection of teachers; and

(2) .... There are significant differences in teacher-pupil attitudes among subjects classified by their major curriculum and that these differences are present in about the same magnitude at the beginning of professional training as at the end of it, with early childhood education majors ranking lowest as a group.\(^\text{32}\)

As a part of his first major conclusion Callis stated, ".... The fact that the Inventory was found to be only slightly susceptible to attempts to 'fake good' gives added confidence to the conclusion that the attitudes being measured are rather stable."\(^\text{33}\)

Yeager\(^\text{34}\)^\(^\text{34}\) constructed a scale measuring attitude toward teachers and the teaching profession. Rostker\(^\text{35}\) found a negative relationship of \(^\text{35}\) between favorable attitudes as measured by the Yeager scale and teaching ability as measured by pupil gain

\(^{32}\)Ibid., p. 725.

\(^{33}\)R. Callis, Ibid., p. 775.


(based on 24 cases). This finding is rather surprising even considering the small sample upon which it is based. Rolfe reported a correlation of .22 between attitude as measured by the scale and teaching ability as measured by pupil gain. Even though he does not say so, it seems probable that this coefficient also represents a negative relationship since his low scores on the Yeager scale represent favorable attitudes, and high scores on the criterion are indicative of teaching ability.*

LaDuke reports very low correlation between attitude as measured by the Yeager scale and several criteria of teaching success.

Dalrymple in a study dealing with the experiential background of 39 student teachers in Home Economics, showed that richness and sparsity of their experiences with homes and children was associated with their teaching proficiency. The student teachers were divided into three groups on the basis of grade

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* This point is clarified in an editor's footnote in Rostker's study, but no mention of it is made in Rolfe's study.


received in student teaching, ratings, and comments of supervisors. Group A represented the 1½ most proficient student teachers according to these criteria; Group B, the 18 who received a grade of "B" in student teaching; and Group C, the 7 whose student teaching grade was "C" or below, classifying them as the least proficient.

A two-part descriptive scale was developed to evaluate a girl's experiential background in terms of breadth, depth, and meaning or value to her. Part I was devised for use in evaluating experiences with homes and families. Part II was used to evaluate experiences with children and adolescents.

When total ratings on the two parts of the scale were compared for groups, the same pattern of difference appeared. Group A's mean rating on all experiences with homes and children was significantly higher than was that of either Group B or C and at much beyond that one percent level. The difference between Groups B and C had so little significance that it had no meaning.

The pattern was the same for differences between groups for separate ratings on breadth, depth and value of experience.

Since a search of the literature yields so little evidence of the influence of the student teaching experience upon the attitude of student teachers toward adolescents or toward teaching as a profession, this study, exploratory in character, and directed
toward a limited group, undertook to examine the bearing upon
tagitudes held by individual student teachers in home economics.
CHAPTER II

NATURE OF THE STUDY

Importance of Student Teacher Attitudes

Present day education looks upon the task of developing attitudes favorable to continuous social improvement as one of its primary obligations to the society which supports it. This is a fact which is so widely recognized as to stand unquestioned. Attitudes toward significant objects in social life are important and even crucial.

One needs only to review some of the effects of attitudes as they relate to individual adaptation in social situations to understand why so much importance has been attached to the developing of acceptable social attitudes. What is a social attitude? Exact definition is difficult but it is known that the formation of the social attitudes of any given individual is influenced by his basic loyalties and commitments and by the social sanctions and taboos of his social group. It is also known that his emotional background and entire developmental history have a direct bearing on his disposition whether to defend his attitudes in face of opposition or to modify them when confronted with contradictory evidence. It has been observed that many of the attitudes the individual possesses are taken over,
ready-made, from the social groups with whom he associates. This
seems particularly to be the case if some degree of prestige
attaches to the possession of these attitudes or if their
possession tends to confirm and intensify the feeling of oneness
with these groups. Other attitudes are believed to have been
built through generalizations from experiences; still others
result from intense emotional experiences and from aesthetic
satisfactions or frustrations.

On the affective side, attitudes are expressed in behavior.
They are revealed not only in overt behavior, but in active pre­
judices and preferences in the range and direction of individual
interests, in individual orientation with respect to group
purposes, and in willingness or unwillingness to re-examine and
modify existing beliefs and opinions.

Attitudes stand as a sort of filter interposed between the
perceiving mechanism and the external world of events, exaggerating
certain values to a degree where other equally important values
are totally obscured. Not only do the individual's attitudes
tend to determine what elements in his environment shall become
meaningful for him, but they also tend to determine, to some
extent, what specific meanings he will perceive and how he will
be disposed to react toward them. Thurstone defines an attitude
thus: "The concept 'attitude' will be used here to denote the
sum total of man's inclinations and feelings, prejudices or bias,
preconceived notions, ideas, fears, threats, and convictions about any specific topic. Thus a man's attitude is admittedly subjective and personal.

Why is the school concerned with the formation of attitudes? Assuredly, our educational leaders entertain no notion of furnishing present-day youth with any specific set of ready-made attitudes calculated to regulate behavior in specific kinds of situations to be encountered, presumably, in adult life. To do so would tend to bring about a static social order. The basis for this concern lies entirely in another direction. If every attitude had a rational basis, one might rely on intelligence to modify behavior to suit each situation. It has been pointed out, however, that many of one's attitudes are taken over uncritically from one's associates. It frequently happens that subsequent experience is fitted into the attitude thus uncritically adopted; every contact is prejudiced, contradictory evidence is not admitted, and the attitude which was borrowed is tenaciously held against all evidence to the contrary. Moreover, when attitudes have once taken root, they tend to persist. Dewey calls attention to the fact that "ways of belief, of expectation, of judgment, and attendant disposition of like and

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dislike, are not easily modified after they have once taken shape.\textsuperscript{2}

If attitudes are thought of in terms of their potential social consequences, it becomes obvious that every individual needs to develop progressively the facility for approaching social problems with such a mental or emotional set as will predispose him to withhold judgment on each problem until he has examined various implications of all available data, both factual and interpretative, relating to its various concomitants. He should be able, further, to select data relevant to the problem at hand, and to organize these in such a way as to predict the likely consequences of each of the possible alternative solutions. Finally, he should be able to weigh the merits of each of the various types of social action applicable to the situation in order that his support may be enlisted where it will contribute most effectively toward accomplishing the desired end. So long as judgment is distorted by attitudinal bias, such a goal is impossible to attain. It becomes the obligation of the school to help each student weed out any attitudes which may have the effects of limiting the range of his interests, of obscuring the meanings which accrue from his experiences, or of dulling his discernment of social and human values.

If the school is to make its rightful contribution in guiding our youth, teachers who have the ability to translate democratic values into action must be in each classroom. One of the fundamental problems of teacher education is the identification of persons who are suitable to teach in the schools. The fact that teaching is an art of great complexity makes the identification of such persons a most difficult task.

In general, the traits and abilities necessary for effectiveness in teaching may be grouped into two categories: (1) those having to do with the intellectual qualifications of the teacher; and (2) those having to do with the teacher's interests, attitudes and personal adjustment. In light of recognized difficulty of determining the latter, it is not surprising to find that most of the progress made to date has been in the area of measuring the intellectual qualifications of teachers.

Since teaching involves many inter-personal relationships, it seems reasonable to assume that a knowledge of student teachers' attitudes toward teen-agers and teaching as a profession may provide information important in assessing the total teacher personality. For this reason the present investigation was conceived and executed as an exploratory study of certain attitudes of a small sample of student teachers before and after the student teaching experience.
Scope of the Study

The study reported herein has for its focal consideration the attitudes of student teachers toward teen-agers and toward teaching as a career. More specifically the investigation was designed to secure information relevant to the following questions:

1. With what attitude toward teaching and toward high school students does the student teacher in home economics approach the student teaching experience?
   a. Is she looking forward to or dreading the teaching experience?
   b. What degree of confidence does she have in her ability to work with teen-agers?
   c. Does she have ideas and feelings about rural or urban communities?
   d. What are her feelings about those who differ from her in race, religion, and socio-economic status?

2. Is attitude changed by the student teaching experience?

3. Are there background factors which appear to be responsible for teacher attitude?
4. Are there certain experiences during the student teaching experience which may be identified as being associated with attitude change?

Hypotheses

The present investigation was formulated to test two hypotheses:

(1) The student teaching experience brings about change in the attitude of student teachers toward teaching as a career and toward public high school students.

(2) There may be certain background factors prior to student teaching and certain experiences during the student teaching period which may be identified as being associated with change in attitude toward teaching as a profession.

Assumptions

1. Attitudes as defined earlier do exist.\(^3\)

\(^3\) Cf., p. 2.
2. Forty-three student teachers in home economics at The Ohio State University would provide a satisfactory sample for an exploratory study. These 43 students comprise the entire population of student teachers who did their student teaching during the fall and winter quarters of 1954-55.

3. The responses of the individual student teacher to carefully designed indirect questions, asked during interviews prior to and immediately following the student teaching experience, could be so analyzed as to indicate an individual's beliefs and feelings in relation to certain aspects of the teaching experience.

4. If certain factors appeared to be common in the experience of two-thirds of the respondents whose attitudes seemed to have been modified by student teaching, such factors may be identified as being associated with attitude change.

5. Information secured from student personnel records and autobiographies written during the freshman and junior years, and a personal interview before and after the student teaching period, would
provide data suitable for use in testing the hypotheses.

Definition of Terms

In the general field of student teaching, terminology seems to vary with each student teaching situation and within each student teacher report. The terms occurring most frequently in this study are used as follows:

**Student teaching** is guided but responsible experience in conducting the teaching-learning process in one or more high school classes. This definition is consistent with the one proposed by Flowers. "Student teaching is the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks." The synonymous term of practice teaching appears in some literature in this field.

**Participation** may be defined as responsible assistance in guiding the teaching-learning process. In participation, the student is an active assistant to the regular classroom teacher. His activities, in this role, fall between those of the observer and those of the student teacher since the observer carried no

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teaching responsibility and the student teacher, with some indication, carries full, or almost full, responsibility.

Observation is the passive act of watching a teaching-learning situation, with or without the student recording his reactions.

Secondary school is defined for the purpose of this study as grades nine through twelve.

A student teacher is a prospective teacher engaged in full teaching responsibilities under the supervision of secondary school and college staff members. Cadet and intern are terms used as synonyms for student teaching in the literature.

A supervising teacher is a teacher in whose class or classes the student teacher is temporarily assigned full teaching responsibility for directing the work of the student teacher. The terms sponsor teacher, co-operating teacher, directing teacher, guidance teacher, master teacher and critic teacher are generally considered to be synonymous with supervising teacher.

The college supervisor of student teaching is a member of the college faculty who visits and confers with student teachers and supervising teacher in the schools to which they are assigned.

Readiness is not only a function of development, but also of previous learning experiences, methods of learning, interests, attitudes and purposes.
Limitations of the Study

This study, as all studies of opinion, is limited with respect to the time factor. It reflects the attitudes of students in the year 1954. What the opinions of these same individuals will be in 1956 is not known. What their opinions would be if they were called together and subjected to a vigorous cross-examination is not known. Undoubtedly their opinions will change as their experiences are widened or as their insight increases.

A second limitation is the subjective nature of the data. It is recognized that more confidence could be placed in the findings if data of this nature could have been more objectively evaluated.

The size of the group is another limitation. It may be precarious to make generalizations on the basis of findings among 13 persons. Since this represented, however, the population for two quarters, the group was considered large enough to test a procedure and to indicate implications or probable trends.

The investigator is not unmindful of the semantic difficulties involved in any attempt to combine statements given in different contexts and different words. Insofar as possible she has attempted to report the intent of the student. Direct quotations have been used frequently to convey the overtones and feelings of the respondents.
Two other important limiting factors relate to variations in the conditions under which the student teaching was done and in the special methods course preliminary to teaching. The 43 individuals did student teaching in eight different teaching centers under the direction of nine different high school supervising teachers and four college supervisors. Even though the same instructor taught the special methods course, the respondents took the course at different times during their junior year. Further, it is recognized that the evidence on each student is undoubtedly incomplete. It was necessary to rely on what she said in her autobiographies, and during the interviews, for evidence that revealed her feelings and beliefs. She may have had difficulty in expressing herself, have been too concerned to be frank, lacked self-understanding or desired to impress the interviewer. Then, too, she may have not been aware of factors which were quite relevant to her attitude; or, for some reason desired to omit them.

Procedure

Possible procedures for collecting and analyzing data to the problem were determined after setting up the specific goals and accepting the limitations of the study.
Students Participating in the Study

The group selected for study was composed of 43 seniors in the education curriculum of the School of Home Economics at The Ohio State University who were enrolled in student teaching during the autumn and winter quarters of 1954.

Method of Collecting Data

The major purpose of the study was to note any change that took place in a student teacher's attitude toward teaching as a career and toward teen-agers because of the student teaching experience. The second purpose of the investigation was to see whether factors or experiences which seem to influence or bring about attitude change could be identified.

Several sources were used in securing the information considered essential to accomplish the purpose of the study.

The confidential folder. The confidential folder which is a part of the official records of the School of Home Economics, contained several types of information as to the background of each student. Data concerning home and family, education previous to college, and social and cultural experiences, were secured from the college entrance personal history form. A cumulative student personal data form used throughout college
residence provided information relative to membership and responsibilities in campus and community organizations as well as other college experiences. The Ohio State Psychological Examination scores and the college scholastic record were also secured from this folder. (See Background Data Sheet, Appendix)

**Autobiographies.** From the autobiography written by each student for a freshman course, key statements or words were tallied which seemed to indicate her reasons for selecting teaching as a profession and her feelings about those individuals who differ from her in family background. A second autobiography written for a methods course during the junior year revealed additional insight concerning her reasons for choosing the teaching profession and concerning her beliefs about those who were different from her. Illustrative of the type of comments written by those participating in the study are the following statements.

**Respondent 6**

I have served as councillor at H county camp and State H Camp. I also was a leader of H club in my community. I feel that these experiences have given me some knowledge of the way teen-agers act—a thing unrealistic to teen-agers themselves—and to deal with them and their problems.

**Respondent 11**

Since I can remember I have always gained a great deal of satisfaction in showing, guiding, and directing people to do certain things. My job as a demonstrator was what really opened my eyes
to the fact that I enjoyed teaching and wanted to teach, as it stimulated and satisfied me to see women and girls so eager to learn about improving the home through new, easier and better methods.

Respondent 19

I now feel that I wouldn't be able to cope with the smart-alecky kids of today because I take things too personal.

I neglected to mention that I did do a week of September Field Experience this fall which neither influenced me greatly one way or the other.

I had never particularly wanted to be a teacher because I didn't ever want the kids to feel about me the way I knew we felt about our teachers.

Respondent 37

I had never formed any prejudices until I came to Ohio State, but now I am very prejudiced against the Jewish. When I lived in the dormitory over half of the girls in my corridor were Jews and they did not have any consideration for anyone else. I just think they are obnoxious.

Interviews. The interview technique was the major method of research employed for accumulating data.

Interviews were conducted with all 43 student teachers prior to the student teaching experience and immediately following that period. Since a direct response may be colored by the student's desire for acceptance and approval, indirect questions were used because of the type of information sought.

Prior to the first interview all student teachers received a letter from the college supervisor telling them about the study. The purpose was to reassure the respondents as to the use to be
made of the data, to explain the objectives of the study, and to assure the anonymity of the interview.

At the beginning of each interview, the respondent was again told the objectives of the study and reassured of the confidential nature of the interview.

In the initial plans for the study, it had been decided that a tape recorder would be used to record the interviews. A pilot study to try out a tape recorder was conducted with two seniors in home economics education, who had completed their student teaching the last half of spring quarter, 1954, as subjects. This study indicated clearly that the use of the tape recorder inhibited the participants. They seemed to be "on guard." As one of the respondents commented, "I was afraid of what I would say." The same set of questions was used with two other students who will do their student teaching during the fall quarter of 1955. This interview was conducted without the tape recorder and the entire atmosphere was one of relaxation and free response. Thus, the decision reached was not to use the tape recorder in the study.

The final interview schedule, designed to secure evidence of student teacher attitude toward teaching as a career, toward the community and toward individuals of different racial and cultural backgrounds, was composed of fifteen questions. (See Appendix). This was a revision of a preliminary interview schedule which was
pre-tested with the students in the pilot study and checked by a faculty member in the field of educational research.

The interview questions, however, were used only as a guide. An attempt was made to follow the leads provided by the student. The amount of material received at each interview varied somewhat because of the verbosity of the girl or her deviation from the question asked. At times a few comments and questions not included in the schedule were needed to secure the desired information.

In order that an interview may be successful, satisfactory rapport must exist between interviewer and interviewee. That the students talked without apparent reservation, that they provided information they intimated they would not give a course instructor, and that a friendly atmosphere permeated each interview, were considered evidences of such rapport. The room in which the interviews were held is a most cheerful and restful room with homelike furnishings. This atmosphere seemed to lend itself to free conversation. Some students expressed an interest in wanting to read the final report of the study. All gave willingly of their time and several expressed their pleasure during the interview.

In order to maintain this atmosphere of frankness and interest it seemed advisable to limit note-taking to the minimum during the interview. Only enough was written to make what the interviewee said seem important. Time was allowed between each
interview to transcribe accurately the revealing details in a running record. Interview data were recorded immediately so that comments could be reported verbatim in portraying attitudes as revealed by responses. The way in which the student talked and the expression of her face were also recorded. Her facial animations often revealed as much if not more than what the student said.

Analysis of Data

The plan selected for use in the analysis of data in this study involved the development of a guide sheet (See Figure 1) on which evidence of enthusiasm for teaching could be recorded before and after the student teaching experience as well as confidence of their own ability to work with students; openmindedness as indicated in acceptance of new ideas, adolescents, different family background groups, and community situations.

Guides for analyzing interview data were arrived at by listing the behaviors which seem to characterize those individuals who possess enthusiasm for the teaching profession, self-confidence and openmindedness. (See Figure 1) This list was then checked by a college supervisor in Home Economics Education, the co-ordinator of student field experiences of the College of Education and a college supervisor for the Physical Education Department. All
## Figure 1. GUIDES FOR ANALYZING INTERVIEW DATA IN RELATION TO THREE ASPECTS OF STUDENT TEACHER ATTITUDE

<table>
<thead>
<tr>
<th>Aspect of Teaching Attitude</th>
<th>Evidences Before Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enthusiasm for Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>1. Has lively interest in teen-agers</td>
<td></td>
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<tr>
<td>2. Has clearly defined plans for a career in teaching</td>
<td></td>
</tr>
<tr>
<td>3. Regards teaching as a professional challenge</td>
<td></td>
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<tr>
<td>4. Places personal satisfaction above financial gain</td>
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<tr>
<td>5. Sees teaching as going beyond the classroom</td>
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</tbody>
</table>
Figure 1. (Continued)

<table>
<thead>
<tr>
<th>Aspect of Teaching Attitude</th>
<th>Evidences Before Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Confidence in her ability to work with students</strong></td>
<td></td>
</tr>
<tr>
<td>1. Expresses security</td>
<td></td>
</tr>
<tr>
<td>a. Teaching ability</td>
<td></td>
</tr>
<tr>
<td>b. Subject matter knowledge</td>
<td></td>
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<tr>
<td>2. Has insight of teacher's role in relation to student</td>
<td></td>
</tr>
<tr>
<td>3. Projects herself into various situations</td>
<td></td>
</tr>
<tr>
<td>4. Has a healthy insight into adolescent behavior</td>
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</table>
Figure 1. (Continued)

<table>
<thead>
<tr>
<th>Aspect of Teaching Attitude</th>
<th>Evidences Before Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openmindedness—acceptance of:</td>
<td></td>
</tr>
<tr>
<td>a. new ideas</td>
<td></td>
</tr>
<tr>
<td>b. community</td>
<td></td>
</tr>
<tr>
<td>c. adolescents</td>
<td></td>
</tr>
<tr>
<td>d. different family backgrounds</td>
<td></td>
</tr>
<tr>
<td>1. Is receptive to beliefs of others and accepts the fact that their way of life may be different from hers</td>
<td></td>
</tr>
<tr>
<td>2. Respects and attempts to understand people of other races, creeds, and cultures</td>
<td></td>
</tr>
<tr>
<td>3. Is willing to adapt self</td>
<td></td>
</tr>
<tr>
<td>4. Senses significance of various experiences</td>
<td></td>
</tr>
<tr>
<td>5. Is willing to have her ideas challenged</td>
<td></td>
</tr>
<tr>
<td>6. Tends to accept teen-age characteristics and behaviors</td>
<td></td>
</tr>
<tr>
<td>7. Seeks experience in all phases of the school program with a wide range of types of students</td>
<td></td>
</tr>
<tr>
<td>8. Tests or evaluates her own ideas with known principles</td>
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</table>
the members of this group indicated that the brief statements of behavior seemed to define the three aspects of student teacher attitude which were being studied.

Interview data were checked for statements, phrases or keywords which seemed to indicate the three aspects of student teacher attitude being studied. (See Exhibit D, Appendix)

Categories were then developed for the organization of responses in order to place each respondent into one of three attitude groups—namely, positive, uncertain or negative. It was decided that where there appeared to be evidence that the individual possessed the three potentials, that is enthusiasm for teaching, confidence and openmindedness, she would be designated as having a positive attitude. (See Figure 2) When the responses of a student teacher indicated the possession of only two of three potentials, her categorization would be that of an uncertain position. If there seemed to be no evidence of such attitudes, she was classified as being in the negative group.

After the respondents were classified as to their attitude position, an analysis of background data was made to ascertain whether any factors or experiences appeared to be common to two-thirds of those in each of the three groups prior to the student teaching experience.
**Figure 2. CRITERIA USED FOR CLASSIFICATION OF RESPONDENTS INTO ATTITUDE GROUPS AS INDICATED BY INTERVIEW RESPONSES**

<table>
<thead>
<tr>
<th>Attitude Group</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Positive</td>
<td>Enthusiasm for teaching&lt;br&gt;Confidence in own ability to work with teen-agers&lt;br&gt;Openmindedness</td>
</tr>
<tr>
<td>Neutral</td>
<td>Confidence in own ability&lt;br&gt;Openmindedness</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm for teaching&lt;br&gt;Openmindedness</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm for teaching&lt;br&gt;Confidence in own ability</td>
</tr>
<tr>
<td>Negative</td>
<td>Enthusiasm for teaching&lt;br&gt;or&lt;br&gt;Confidence in own ability to work with teen-agers&lt;br&gt;or&lt;br&gt;Openmindedness&lt;br&gt;or&lt;br&gt;No enthusiasm&lt;br&gt;No confidence&lt;br&gt;Closedmindedness</td>
</tr>
</tbody>
</table>
A tabulation was made of the responses of the student teachers after their student teaching according to extent, nature and cause of change in attitude. The list was then inspected and where similar responses appeared in more than two-thirds of the cases, it was concluded that the common factor or experience may be associated with attitude change.

Chapter III gives an analysis of the findings in regard to the attitudes possessed by these student teachers in home economics prior to and following the student teaching experience. Chapter IV presents the degree and nature of change in attitude following the student teaching period. Factors which may have influenced the attitude of those student teachers interviewed in this study are discussed in Chapter V. Chapter VI suggest implications for teacher education program in home economics.
CHAPTER III

READINESS FOR TEACHING PRIOR TO AND AFTER THE STUDENT TEACHING EXPERIENCE

What are the beliefs that a student has about herself, other people, her chosen profession, home and family, community and the world as she enters into the student teaching experience? Will these beliefs be factors which will determine the degree of success that she will have in the classroom? Will they give direction to all her actions and ideals? These were some of the factors considered in attempting to determine three aspects of readiness for teaching of a group of student teachers prior to and following the student teaching experience.

Bases for Grouping Respondents

Although there are many factors which influence the readiness of an individual for teaching, this study was limited to three which seem to be important in determining student teacher attitude. These characteristics (enthusiasm for teaching, confidence in ability to work with teen-agers and openmindedness) were selected after study of the literature for criteria for teacher readiness. These three aspects, and suggested behaviors which would characterize each, were set up and a college teacher trainer in home economics and teacher trainers in two other related fields were inter-
The descriptions which follow define these areas and the behaviors selected as characterizing each. Comments quoted from the interviews illustrate the type of behavior believed indicative of each of the three factors.

**Enthusiasm for Teaching**

An individual's enthusiasm for teaching involves the nature of his purpose in life, the clarity of his plans for the future, his concern for educational problems, the relative emphasis he places upon professional obligations and personal affairs, and the attitude he exhibits toward teaching.

The individual genuinely enthused about teaching will usually possess such personal traits as unselfishness, willingness to assume responsibility, interest in working with youth and ardor for his profession. He will be characterized by such behaviors as having a lively interest in teen-agers, having a clearly defined plan for a career in teaching, regarding teaching as a professional challenge, placing personal satisfaction above financial gains and seeing teaching as going beyond the classroom.
Has lively interest in teen-agers. This spirited feeling is suggested in the following comments made by students prior to the student teaching experience.

High school students are so interestingly alive, and inquisitive. Their curiosity intrigues me.

High school students are going through a period of important change and I am challenged to see how I can help them to get through this period without too much frustration. I'm not too far removed from them in age that I can't recall some of these hectic growing-up problems.

Aren't high school students active? I like their spontaneous nature. It just gives me such a wonderful feeling when they excitedly indicate they have really enjoyed doing something.

When an individual, however, does not seem to have a clear concept of adolescent behavior and does not know and understand the stage of development of each pupil, there is little feeling for teen-agers. The following comments from interviews prior to student teaching show this failure to understand the adolescent.

High school students are so silly, especially the girls. Their chief interest is boys and they make such fools of themselves trying to attract boys' attention.

These high school students of today think they know all the answers. I don't think I could cope with that kind of an attitude.

If there is some way you could keep them from jabbering and talking so loud, perhaps I would be happier about working with them. Their constant noisy talk just irritates me.
Has clearly defined plans for a career in teaching. The decisiveness with which one enters the teaching field and the formulation of a desired goal are indicative of one's clarity of plans for teaching as a profession.

Never have I questioned my choice of teaching as a career. This is the thing I have always wanted to do. My UH experiences, my observations, and September Field Experience have strengthened my belief that I have chosen a profession in which I can help make each student with whom I work productive and happy by providing opportunities for his continuous growth.

It hardly seems possible that I am about to do the thing that I have dreamed of doing for years. I have always found a great deal of satisfaction in helping people.... I just enjoy people.... I so hope my student teaching will reinforce this feeling.... After several years of teaching I want to return to do my Master's.

Sometimes the teaching curriculum is pursued for security reasons only. There may be those in the teacher education program who are preparing for a related vocational field.

I'm not sure I want to teach. I chose the teaching curriculum since it seemed the practical thing to do.

I plan to marry as soon as I complete my degree. I may teach if I find we need more income but I believe I'd rather have a job as an interior decorator.

Regards teaching as a professional challenge. A deep feeling for helping youth with those adjustments demanded by this adolescent period inspires one to continue to grow in his
As a teacher I have a responsibility for helping students acquire those patterns of behavior needed to accomplish those tasks which lead to their happiness. This means I must think through appropriate learning experiences which can be carried on in the classroom, the home, and the community.

The one thing that challenges me most about teaching is that as you work with these young people you grow not only in knowledge of subject matter but also in your understanding of people and how to work with them.

Teaching is a continuous-on-going process. It seems to me that you are always learning.

Teaching may be looked upon as a time-consuming task or a profession comprised of boring obligations.

There is just too much work involved in teaching. It seems as though it is a twenty-four hour job.... A teacher has very little time for herself.

Do you have to attend all those teachers' meetings? Of what value are those PTA sessions? Do you have to go to summer school every summer? When do you have time to live?

Why does teaching have to completely take up every minute of your day? It seems to me that when you leave the classroom in the afternoon that should end the school day.

Places personal satisfaction above financial gain. Appreciation of pleasures one receives from observing pupil growth and development and the richness gained through experiences in teaching are revealed in comments such as these.
What could give you more satisfaction than to see how a rejected student can become an accepted member of her group just because you suggested some improvement in her personal appearance?

A teacher never gets rich by teaching but he becomes enriched through experiences and relations with an intellectual world.

It must be a thrill to have a student sort of scream out with delight when she discovers that the yellow lump of dough has turned out to be a lovely hollow cream puff! It seems to me that it is experiences such as these which make teaching so satisfying.

Teaching may be thought of as a means through which financial security and worldly possessions may be obtained. The following statements express this materialistic point of view.

I'll have to support myself while my husband is in the Army so I guess I'll have to teach. I'll sure look forward to those three months vacation.

You surely put in a lot of time for which you receive so little pay.

Since I am married I'd like to teach a year or two so we can get a few of the things that make living more comfortable.

Why should I teach? I can make more money selling hot dogs four months during the summer than by teaching nine months.... I want that teaching certificate just in case I need to teach.

Sees teaching as going beyond the classroom. A teacher must do more than teach in a school; he must live and participate in the community. If he is to help pupils deal more effectively with the problem they encounter in their everyday life, he must be aware of conditions existing in the community as a whole, as
well as in the homes, and the relationship of these conditions to the lives of his pupils.

I want the community to know I am the home economics teacher. I can do this by helping with community projects, giving aid to parents when they ask for it, and by writing articles for the local paper.

I want my students to feel free to come to me for guidance and help. I hope they will invite me to their homes so I can get a better understanding of their home life and in this way I will be better able to guide them.

During my Field Experience it was so much fun attending a football game with some of the students. I got to meet their parents. They seemed to mean so much more to me. I think it was because they accepted me more for I showed them I was interested in their out-of-school activities as well as their in-school activities.

Teaching for some means classroom teaching only and they are eager to live in a community other than the one in which they teach so that there may be fewer demands on their time.

I don't want to live in the community in which I teach. I won't be bothered by people calling on me to do things. After I've put my six hours in, I'm through.

If you help one club or group in the community you have all of them asking you for help. I feel the teacher's responsibility is to take care of her classroom.

If you try to do everything you are supposed to do you won't have time to do those things you want to do. I feel that as long as I do a good job in the classroom during the day the evening should be mine.
Confidence in Ability to Work With High School Students

An individual's ability to work effectively with students depends upon his genuine interest in youth and his understanding of their problems. Confidence in his ability to work with students includes his level of stability and the way in which new or problematic situations are approached and handled. The following examples of behavior indicate evidence of confidence.

Expresses security in her teaching ability and subject matter knowledge. The following statements taken from the interviews illustrate the degree of confidence some student teachers possessed. At the same time they offer some clues as to why they felt secure.

I'm sure I will get along with high school students. My September Field Experience gave me this confidence for I was in charge of a class for eight days. I planned lessons, secured resource materials, and did a demonstration lesson. That demonstration lesson really did the trick for I found that I could stand in front of a group, show them how to do things, and explain why I was doing a certain step in a definite way, all at the same time.

My 4-H club experience has helped me to develop a great deal of poise and to organize methodically. Because of this training I feel I can do an acceptable job teaching high school students.... As camp counsellor I worked very closely with this age group and I believe I understand them better. Since I have a feeling for their problems and interests I think I can establish good rapport between them and me.

I may not know all the answers. I know I don't know all but I feel adequately prepared to meet the situation for I have compiled for myself a list of good resource materials for the different areas taught in home economics. I can secure additional information which will help me present my subject matter with complete confidence.
In contrast to the foregoing statement, comments such as the following indicate that such factors as lack of knowledge of subject matter, inability to present materials, and unfamiliarity with public school teaching may influence one's confidence in ability to teach.

How do you teach? I feel so insecure about it all.... None of my education courses were of any value. I've never done a unit plan, and I have no idea what you include in a lesson plan.

I'm not sure that I have the ability to teach. My grade point ratio is dangerously low. I made a D in a clothing construction course, and a low grade in special methods.... but I do want to teach.

I've not had high school training in public school. I attended a boarding school so I am not sure just how classes are conducted in public schools. Then to add the horror of it all I really don't know how to present a lesson. I've not had any lesson planning nor have I ever done a demonstration.

Has insight of teacher's role in relation to students. Schools are now accepting the responsibility for helping to provide for every individual the opportunity to develop those skills which will enable him to live satisfyingly and to make a constructive contribution to the society in which he lives. A teacher who is aware of his role in relation to his students is concerned more for the pupils themselves than for any area of subject matter that he happens to be teaching. The teacher is concerned with the whole individual in the total situation.
To be a teacher who can do the most for his students you must become aware of your students' background and how this all affects him. I mean you must know something of his home life, economic and social status, religion, and something about his parents' beliefs and values. If you would motivate him to learn you must know something of his interests and needs.

The needs of individual pupils can only be met through a variety of challenges to students of different backgrounds and abilities. This means that I must know my students.

If you wish to stimulate initiative you must encourage your students to participate in selecting the objectives of a lesson, in planning how these objectives are to be achieved, and evaluating results.

A teacher who sees himself as separate and apart from those he teaches lacks insight into the important role of the teacher today in helping to make the program of the school as broad as the society of which it is a part.

I don't feel a teacher should know her students too intimately. Often times you tend to feel sorry for them and give them more than they deserve. After all you are employed to teach them to do things and not to tell them how to live.

I'm a firm believer in discipline and I feel you must let your students know you are the teacher and that you demand respect. You must be aloof in order to maintain this respect.

If we don't concentrate a little more on teaching skills and techniques our students are not going to be able to manage a home. I don't feel we stress enough any more the doing and making of certain projects until they can do it well.
Projects himself into various situations. Only as a teacher grows in his understanding of his pupils and the environment in which they live is he likely to succeed in making his teaching functional and meaningful. A teacher who can relate himself to his students will plan for those experiences in school which will have some identity with the developmental problems and interests they are facing.

I know that there may be circumstances which make it unwise to visit the homes of some pupils. I also realize that when I cannot visit in the home, I must make an extra effort to use some other method to gain an understanding of the home and family situation so that I will be able to work more effectively with the girl.

During one of my observations I visited a class made-up of what I would classify as students from a low income group. I was rather perplexed to see how the lesson on meal planning was concentrated on higher cost meats. I believe it would have been of more interest and certainly more helpful had she allowed her students to suggest what meats they usually had in their homes and then to show how attractive and nutritious meals could be prepared using low cost foods.

If I am to interest the mothers in the homemaking program I must let them feel they make a definite contribution to the school program. I think it would be a thrill for most mothers to be present when their daughters are presenting a demonstration to the class. I'm hoping to try this device when I teach.

There are those individuals, however, who would prefer to be surrounded with those situations or conditions with which they are familiar.
What will I ever teach rural students? Why aren't some of the student teaching centers located in city areas? If I don't teach in a city school I just won't teach. I've lived in a city all my life and I feel I know the problems of a high school student in a city.... Besides in a city school you are more likely to get to teach just home economics, and not home economics and several other courses as you often do in rural schools.

I can't quite see myself teaching in a city school. In the first place I could never dress as those girls do. When I observed one of the schools I noticed that most of the girls wore Cashmere sweaters. I think a teacher should dress better than her students. Then, too, I don't care for their going to night clubs and smoking. I'm just a plain country girl at heart and I like to work with rural people.

Has a healthy insight into adolescent behavior. The quoted comments below suggest that it is essential that teachers have understanding and insight regarding the tasks which youth face and which they must achieve if they are to be happy and successful in life.

Sure high school students are sometimes loud and irresponsible, but if you will put yourself in their place and recall how you acted just four or five years ago, or when you were their age you will be more tolerant of their actions.... They need helpful guidance and direction.

When I did my observation I sort of thought some of the senior high school students were 'bratty' and 'smark-alecky.' But I've decided that sometimes this rough stuff in high school is because the students don't find anything to interest them and at this age their interests are quite varied which means the teacher must always be alert to new ideas to help her students convert this noisy energy into a more constructive and creative channel.
Oh, yes, they can be quite trying at times, and they even get out of hand but if you are patient, understanding, and willing to work with the student, you can be a helpful guide. I know they aren't any different than I was and they tell me I wasn't an angel.

If this insight is lacking, as revealed in the following statement, teen-agers are looked upon as being irresponsible, hard to discipline, and perhaps disrespectful.

Boys are just plain smart, and those girls are sassy. Of course, we say this is typical of this age group but I think that is a poor excuse.

Honestly, some of them act just like firecrackers—always exploding at the wrong time. I think this is more typical in a city school and I'm sure I don't want to teach in a city school because you just can't discipline city students.

High school students are snobbish, worldly, and just plain unruly.

Openmindedness—Acceptance of New Ideas, Community, Adolescents, Different Family Backgrounds

This concept involves a consideration of the individual's belief about people. Does he hold a high regard for and take an interest in each individual—the bright, the slow, the unkempt, the aggressive, the unhappy, and the shy? Is he conscious of the feelings of people? Is he aware of the many family variations represented by different individuals? Is he aware that they differ as to nationality, race, family members, locale of home, religion,
socio-economic status, and values? These are some of the factors considered in determining openmindedness. The level of leadership responsibility and the quality of discernment and judgment developed are also emphasized in this third aspect of teacher attitude.

Some behavior evidences of this concept are suggested below.

Is receptive to beliefs of others and accepts the fact that their way of life may be different from his. The following comments reveal how understanding leads to the acceptance of others and that through this acceptance, a deeper appreciation of other ways of living results.

My three months stay in Mexico was an eye-opener. People do live differently from me and they are just as happy as I and get just as much enjoyment out of life.... It wasn't hard to accept them after I had lived with them .... I had to see why they did things as they did.... I had to understand them before I accepted their way of living.

One of the richest experiences I have had in college has been the privilege to work with students from foreign countries, particularly India. I have learned that even though our way of living is different from others we still have the basic desires of wanting to belong and to be accepted.... I have developed a deeper appreciation for our American way of living.... We believe in the worth of the individual.

On the other hand, there are those who would wish to impose their standards of living on all. An indifferent attitude toward those whose way of life is not the American way is revealed in
the following comments.

I feel we are too partial to foreign students. They get all the privileges and at times I think they are given better grades just because they are foreign students.... If they decide to come to our country they should be considered just as one of us and not ask for special concessions.

If they want our American education why can't they learn to dress like us and eat the foods we do.... I just feel they should accept all of our way of living.

Respects and attempts to understand people of other races, creeds, and cultures. The following excerpts indicate how important it is that one not formulate opinions based on limited information or observation. An attempt should be made to understand people, for what one believes not only affects what one does, but also shows itself in more subtle ways which affect the interpersonal relations.

It is not his religious beliefs, his color, or his nationality that is important. It is the individual that counts.... Opportunities should be extended to all regardless of his differences.

Before I came to Ohio State I just ignored Jewish people. In fact, I often referred to them in an unkind way. For the past two years I have been a student counsellor in the dormitory and in my group I have had four Jewish girls. I am so glad I had the opportunity to work with them, I have shared their problems and they have helped me to change my feeling for as I worked with them I saw that my prejudice was based on hearsay. Now I have not only accepted them but they are among my closest friends.
Intolerance and prejudice can be sensed in these statements.

I just can't stand these Jewish girls. They try to take over the Dorm and believe you me they have their way or else. Those Jews are the worst. Even the other Jewish girls will tell you they are unbearable.

I can take a Jew or Negro but I just can't accept a Catholic. They seem so narrow in their belief and they try to impose their faith on you. I just burn up at times for they try to tell you you are doomed since you are not of their religion. Besides who are they to say. They don't even have the freedom to think for themselves. They get their orders from someone else.

At the park which my father owns, we do not allow Negroes. Negroes are just too loud and not too clean. We get a higher class of people by having this restriction.

It would be very easy for me to secure a position in my home town. How valuable an experience would this be for me? I want to teach in a different community where I can make my own way without people doing things for me just because I am the daughter of so and so.... I believe that to be a successful teacher you must be a person who can adjust to new and different situations.

I'm looking forward to teaching in a rural teaching center since I attended a city high school.... I will have an opportunity to see how well I can adjust to rural students, rural community and to a small school.... This will be a good test for me for I have been living at home while I attended college. I think living in an entirely different environment will help me broaden my concept of rural people and their way of living.
Inability to adjust to various situations and a lack of desire to be accommodating, express the narrowest concept of teaching.

The only place I want to teach is in a small rural school. Classes are small. Students are quite similar in social and economic status. Then, too, I'll be completely in charge of the department and I won't have others coming in and moving my equipment around.

I just don't see how I could ever adjust to city life. I can hardly wait to go home on week-ends to get away from here. I just don't have the interest it takes to live a fast city life.... The rural student would be easier to teach since I know the problems of a rural person.

You not only must contend with students but you have to cope with parents, other teachers, and the administrator. I think in a rural school I could be more on my own and not have to be concerned about others.

Senses significance of various experiences. Comments similar to those stated below suggest the importance of providing opportunities for experiences in home and community as well as in the classroom. The most effective instruction results from planning school and home experiences concurrently rather than separately.

I just don't see how you could be a good home economics teacher without including home projects and home visits in your program. I think this is one of the strengths of home economics. You have an opportunity to help a girl to improve her home living and the home visit gives you a chance to see a girl in her own home, to visit with her parents, and sometimes you are able to learn some reasons why a girl acts as she does in school. It is an excellent way to bring about better home and school relationships.
Do the activities of a home economics teacher have to be limited to just the school? I would so like to help my girls work out plans that benefit the community and the parents. I was thinking of a Recreation Center in a small community which the students, parents and the teacher could plan for and operate. I've had a little 4-H club experience in planning recreation programs and I would like to try out some of my ideas. A recreation center idea might be the interest project for a family relationships unit. All members of the family would be in on it then.

Similar experiences seem to be meaningless to some, or they are regarded as just another added responsibility.

I want to teach general home economics and not vocational home economics. I see no value whatsoever in home projects and home visits. It's just an added duty to the already too-heavy teacher load. Besides, I'm not sure how happy parents are to see you come and inspect their homes.

I sat in on a conference that a teacher had with her student on a home project, and I was unable to see the value of a girl going home and trying to rearrange her room just to complete a requirement for a course.... I wonder if we hadn't better spend our time with the girls in class teaching them how to make things.

Is willing to have his ideas challenged. A successful teacher is eager for opportunities to discover the strengths and weaknesses of his ideas and to see how logical or illogical his thinking was in planning through a lesson or project.

I can hardly wait to get into a classroom. I have some ideas about teaching that I would like to try. I don't mean to exploit the student. I have several lesson plans that I want to use to see if I reach the objectives I have designated for the unit....
I hope my supervising teacher will challenge some of my ideas so I can get the thinking of one who has had experience.

In Education 533 I had to teach a class just as I would in a high school situation. This experience helped me to see that sometimes you plan things on paper which aren't workable with a live group.... I would welcome more opportunities such as that so that I could better evaluate the presentation of a lesson.

Will we be free to try out some new techniques? .... I do hope we will be given the opportunity to at least suggest some new ways of doing things. It will help me so much to have an experienced person show me why some things will work and why others won't.

On the other hand, some individuals are not mature enough to accept criticism or to have their ideas challenged.

I'm not sure I can take criticism so I will probably follow the pattern of teaching used by the supervising teacher. Perhaps this is best after all for she has had experience and is in a position to know how a class should be taught.

I'm just dreading this supervision. I feel sure I will be able to do a better job when I am out on my own and responsible to no one but myself. In classes here on campus I did my assignments and that was that but now I'll have to have ideas and I'll have to have some reason for wanting to use these ideas.

I just hate to have people challenge why I do certain things. Something inside of me rebels.... When I find a certain way of doing a job I like to continue to use it and not try to figure out other ways.

The interviews conducted with this group of student teachers prior to and following the student teaching experience were carefully analyzed for statements or keywords which seemed to
indicate the presence or absence of those behaviors which define enthusiasm for teaching, confidence in ability to work with teenagers and openmindedness. (See Appendix Exhibit D)

The differences in attitude as revealed through the interviews are reported in the remainder of this chapter.

Attitude Position of Respondents Prior to the Student Teaching Experience

As has been previously stated, if the respondent appeared to be enthusiastic, confident and openminded, he was classified as having a positive attitude. If the student teacher gave evidence of possessing only two of these aspects, that is, enthusiasm and confidence, or confidence and openmindedness, or enthusiasm and openmindedness, he was designated as being somewhat uncertain in degree of readiness for teaching. When there appeared to be no evidence of enthusiasm, confidence, or openmindedness, or when only one of these was present, the student was grouped as negative.

Table I indicates that 17 (40 percent) of the respondents in this study appeared to possess all three aspects of teacher readiness. They appeared to be enthusiastic about teaching and were looking forward to off-campus training period with eagerness and interest. Not only were they anticipating a challenging experience, but they also appeared to be somewhat secure as to their ability to work with high school students. There was
EVIDENCE also that they were liberal in their acceptance of those who come from varied family backgrounds.

Thirteen of the 13 respondents felt somewhat uncertain as to teaching as a profession. They appeared to be lacking in one of the three potentials used in this study to determine teaching readiness.

There were also 13 respondents who indicated a negative attitude toward teaching and toward adolescents. Six respondents in the negative group appeared to be lacking in all three of the aspects studied. Seven of this negative group of 13 gave evidence of possessing enthusiasm and openmindedness, but appeared to lack confidence in ability to work with high school students.

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**TABLE I**

DISTRIBUTION OF RESPONDENTS AS TO ATTITUDE GROUP PRIOR TO THE STUDENT TEACHING EXPERIENCE N=13

<table>
<thead>
<tr>
<th>Attitude Group</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Positive</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Uncertain</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Negative</td>
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Respondents Appearing to Have a Positive Attitude

Seventeen of the 43 respondents appeared to possess a positive attitude toward all three aspects of teacher attitude which may indicate readiness for teaching. Some illustrations from the data collected are given to support this classification.

An understanding of adolescent growth and development, in addition to and beyond concern with methods of presenting subject matter, was quite apparent among the student teachers in this positive attitude group. All of them felt that courses in materials and methods are helpful only if they start with an understanding of the adolescent as individuals and as groups and indicate how they react and learn.

The respondents in this group indicated that their broad general educational background had increased their interest in activities outside the classroom, and had made them people more interesting to themselves and to other peer group members. They believed that teachers with the practical working knowledge of community life as well as classroom life should be ahead of those with mere academic training.

Most of the students who appeared to be positive in their feelings toward teaching, felt that previous experiences with young people in community activities gave them the confidence necessary to work with high school age students. They also
indicated that to help young people function effectively, opportunities to gain understanding and skill through practice in group planning, in group evaluation and self-evaluation in classroom and in community activities, and in other related areas of living should be provided.

A concern for the individual pupil was expressed when they commented that in order to make instructional and teaching materials more directly related to needs of today's youth, teachers in-training as well as teachers in-service should experiment with new activities and materials. If necessary certain unrelated aspects of the course of study should be omitted.

Nearly all of the student teachers in this positive group indicated belief that teachers in all types of schools should investigate how the people in the community in which they teach are fed, housed, and clothed; how people are affected by economic forces and practices, by attitudes, and processes of government. They commented that a teacher who has such background information can help people better satisfy their needs.

They also realized that in order to promote the understanding and experience of more people, all teachers should become persons rich in firsthand experience and in understanding of many aspects of our culture.

All of them indicated that only as a teacher has faith in himself can he give others something to believe in. He must really
like to teach and must find it absorbing and satisfying work. He must also remember that he is a member of a dynamic profession which entails ethics, responsibilities and benefits. Excerpts from two of the respondents who illustrate the attitude prevalent in this group of student teachers.

Respondent 3, who was a rural girl and third in a family of four children, revealed during the interview that her enthusiasm for teaching centered around the many opportunities that teaching afforded to help teen-agers grow and develop.

I am so anxious to start to teach. I can hardly wait to see how well I'll get along with high school students.... Their eagerness just fascinates me. Don't you love the way they get so excited! .... Even though I will marry in November, I want to teach.... What could be more satisfying than helping young people develop and grow into happy helpful citizens.... I get such a wonderful feeling from working with people and I believe that the satisfaction you would get from helping young people would be a thrill.... I hope my students will look upon me as a friend and a counsellor as well as a teacher.... A teacher who is interested in her students will participate in activities outside of the classroom.... You see the students in different situations and they see you in another role.... You learn their interests by entering into some of their activities. Not only that, but often you discover an interest or talent of a student that you can't uncover in the classroom.

It was possible to sense something of the importance of her previous experience with teen-agers which had helped her gain insight into adolescent behaviors. These experiences seemed to contribute to her confident feeling that she could establish good rapport with teen-agers. Through the entire interview it was evident that she was sincere in her deep interest for teen-agers.
This feeling of sincerity was reinforced by her depth of thought.

My experience working in the School-Community Center has given me some insight into some of the problems of teaching.... I was a LH camp counsellor for three years and I worked with teen-agers. This experience has given me a great deal of confidence in my ability to work with high school students.... I soon discovered that when you work with teen-agers that you must possess three important attributes—kindness, patience, and understanding.... It was so satisfying to have them come to me with their problems.... I want to be worthy of my students' confidence.... I won't have any trouble building up enthusiasm in my students for I really want to teach home economics. If a teacher is enthusiastic she reflects her feelings and these young people will respond in the same manner.

Before the close of the interview she again emphasized how previous experiences with teen-agers had helped her make a decision to teach high school students.

I wasn't sure I wanted to teach high school students when I entered college, but those three years at LH camp as a counsellor helped me decide that this is the group with which I wanted to work.... I like their spirit of adventure and their desire to want to do various projects.... I've seen them when they were moody, stubborn, and sometimes even rebellious.... That is the time they need your help and confidence.... I just lent a good listening ear and often that helped them get over the hump. They just have to have a way to release some of their deep feelings.... They aren't too different from me. I still have to find ways to release steam sometimes.

Again she expressed appreciation for experiences which broadened her understanding of those different from herself. Coming from a rural community her contacts with those people who are different in race, color and creed were limited. Her
experiences with differing groups while in college gave her insight into the ways of living of others, which resulted in an understanding and acceptance of others.

I must admit that before I came to college I had some very definite feelings about foreign people. I looked down on them and resented them. I had never really been around foreigners. It was just a feeling I had gotten from what I had heard people say. Since I have been at Ohio State and have roomed in the same dormitory with foreign students, I have learned to admire them. I wonder if I would be so ambitious and courageous to go into a foreign country without friends or relatives to further my education.... Perhaps the biggest change in my attitude is toward the Negro. My parents always reminded us when we youngsters that we shouldn't play or walk to school with "darkies".... I have a Negro friend whom I respect and to whom I sometimes turn for guidance. My parents frown when I speak of her.... Why should the color of your skin, or your religion place you in a small cage? They are just as human as I and they are entitled to equal opportunity for development.... If we would only take the time to learn to know people we would certainly treat them with more understanding and kindness.

Not only did some of her college experiences make her aware of those who differ from herself, but there were other experiences which made her also realize the importance of being an individual in the community in which she teaches.

I was so sure I wanted to teach in my own home community that I even ignored the suggestion of my adviser to do my September Field Experience elsewhere and did this experience in the high school from which I graduated. This was an eye-opener for which I am most grateful.... One just can't return to their own school without people in the community recalling the day you screamed in church and other incidents.
I also found out that your high school teachers still remember you as their high school student. I've decided that one of the challenges of teaching is to see how well you can adjust to a new situation and community and what kind of relationships you can establish with your fellow workers.... I'm anxiously looking forward to working in a new community.

Respondent 18, who was a city girl, was also illustrative of a person with a positive attitude toward teaching. Throughout the interview she was quite free in expressing an attitude toward teaching and toward teen-agers.

You must really like to teach.... You must find teaching exciting and thrilling. If you are happy and enthusiastic, your classes will be alive. This is especially true when you are dealing with high school students. You must be as happy as they are or else they will be bored and disinterested.... My task as a home economics teacher is to help these young folks get satisfaction from what they are doing. I want to help them improve their personal and family living.

The way she expressed herself through the interview seemed to give evidence of confidence in her ability to work with high school students. She very clearly described how she had gained this sense of security.

My September Field Experience has given me a secure feeling about teaching. I not only observed some good teaching techniques, but I had the opportunity to try out a few ideas of my own.... The way the teacher accepted me and then allowed me to take over the class did the trick.... I learned that each teacher develops her effectiveness according to her own individuality....
Perhaps the most important thing that I received from observing this teacher was that there is usually an acceptable reason why high school students sometimes behave as they do. This teacher seemed to be able to get at the need, or circumstance or concern that brought about that behavior. Seeing all these things in action and then being able to discuss the "whys" with the teacher has dispelled any fears I had about working with high school students.

In discussing the people who lived in her community, she very pointedly indicated that you must know your students if your guidance is to be effective in helping them meet their needs.

A teacher needs to know the home background, how her students live, and the kinds of homes from which they come. For instance in our community there are four distinct classes living in really four marked areas. If I were to teach in a similar community, it would not be sufficient for me to be aware of just my individual students. I must also realize that they belong to families. I can't just ignore one girl because she comes from the lowest social class, nor can I be partial to the girl who lives in the large estate up in the terrace area. Each family has its own pattern of living and my responsibility is to help them become aware of how they can improve their personal and family living. I feel that the family should be entitled to the privilege of planning its living to fit the needs of its members.

She also intimated that her experiences as a city playground supervisor made her sensitive to the segregation problem. She said, "Those little colored children are so sweet and just as nice to work with as the white children. But they have to play alone in their own park, they have to live in a certain section of the town and be subjected to jeering names used by people who don't understand." She further indicated that it was the teacher's
responsibility to foster the acceptance of all regardless of race, color or religion.

From time to time during the interview she referred to her belief that a close relationship between school, home and community is necessary to an effective homemaking education program. She said, "A homemaking program which provides for a variety of experiences, which are done under varying conditions, is more likely to result in learning on the part of more pupils than one which provides a definite pattern of classroom experiences."

Toward the close of the interview she made reference again to the school-community relationship when she said, "A good teacher must do more than teach in a school; she must work in the community."

She indicated that if a teacher is to help pupils deal adequately with the problems they are encountering in everyday life, she must be aware of the conditions existing in the community as a whole, as well as in the homes, and the relationship of these conditions to the lives of her pupils.

Respondents Who Appeared to Be Uncertain in Their Attitude Toward Teaching

As shown in Table II, 13 of the 43 respondents seemed to possess only two of the aspects of student teacher attitude being studied. Of this group of 13, over one-half seemed to be
TABLE II

DISTRIBUTION OF RESPONDENTS IN UNCERTAIN GROUP AS TO ATTITUDES
POSSED AND LACKING N=13

<table>
<thead>
<tr>
<th>Aspects Possessed</th>
<th>Number</th>
<th>Aspect Lacked</th>
<th>Number</th>
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<tbody>
<tr>
<td>Enthusiasm and</td>
<td>7</td>
<td>Confidence</td>
<td>7</td>
</tr>
<tr>
<td>Openmindedness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence and</td>
<td>4</td>
<td>Enthusiasm</td>
<td>4</td>
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<td>Openmindedness</td>
<td></td>
<td></td>
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<tr>
<td>Enthusiasm and</td>
<td>2</td>
<td>Openmindedness</td>
<td>2</td>
</tr>
<tr>
<td>Confidence</td>
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enthusiastic about teaching as a career, and gave evidence of
liberality in their willingness to understand and to accept those
who were different from them. They were not, however, confident
in their ability to work with high school students. Four of the
respondents who appeared to be uncertain, did not feel enthusiastic
about teaching. There was evidence that they seemed to possess
confidence and openmindedness. Two of this group did not appear
to be receptive to ideas of others nor did they seem to have a
spirit of tolerance and acceptance. They appeared to have a
zeal for teaching and a concern for the high school student.
Evidences of enthusiasm. The students in this group who appeared to be enthusiastic about teaching, seemed to realize that each pupil is a distinct personality with background and abilities differing from other pupils in the class. They had developed a realization that during adolescence boys and girls normally make marked progress in their development from dependence to independence and from interest in their own sex to heterosexual interest. They also seemed to recognize that the kind of adjustment which an individual makes to a situation is influenced by the stage of his development at the time he is called upon to react to the situation.

Most of this group appeared to be aware of the need to develop a keen sensitivity to changes which are taking place in the community in which they teach and to see how these changes affect the living conditions of families. Only two of this group were not aware that if a teacher is to provide constructive guidance, she must be sensitive to the values held by individual families and she must respect these values. There were those who felt that the teacher should encourage students to examine the validity of their values.

There were those in this group who indicated that an enthusiastic, interested homemaking teacher will be familiar with the total environment of her pupils, and that she will gain this familiarity through firsthand contacts with the homes and community. They were aware that homemaking teachers should develop a systematic
plan for home visiting so that she would be able to secure general
information and to see some of the problems that students are
encountering in living successfully in their families and in the
community.

Evidences of lack of confidence. Over half of this group
believed that they were not adequately prepared to work with high
school students and that they felt insecure in their relation­
ships with this age group. Most of the insecurity seemed to stem
from a feeling that they had not been given adequate guidance in
lesson preparation and presentation for the high school age group.
Some of the usual types of comments made by those who seemed to
lack confidence were:

None of my education courses were of value.

I've had no background in unit or lesson planning,
and I don't know where to begin in planning a lesson.

I've never observed a high school home economics
class.

I'm concerned about teaching a lesson. I believe
I have the background knowledge, but it is the presenta­
tion of the lesson that frightens me. I would feel more
secure if I had had some direction in planning lessons.

My experience with teen-agers has been most
limited. I'm anxious about discipline problems. If
they don't listen to me how will I handle the situation?

The one question that keeps grinding at me is:
Do I know enough to teach high school student? This
is particularly true for clothing construction. They
 teach us one method here in college and we will have to
teach an entirely different method when we student
... I don't feel one course in family relations or laundering is sufficient training to teach these units in high school.

**Evidences of Openmindedness.** All but two of the respondents in this group seemed to have a deep feeling for those who differ in nationality, color and religion. Their comments indicated that their associations with these different groups gave them insight into some of the problems that one must sometimes face because of skin coloring or parental lineage. As one of the respondents said, "Never did I realize some of the problems that Negroes face until I was in class with them here at Ohio State. Our class was going to go to a snack shop for coffee one afternoon when my Negro friend remarked she had better not go along. Upon further inquiry I found out that she knew she could not enter that restaurant because she was a Negro. Why are we so narrow as to reject people?"

This group also expressed a sensitivity for those students who come from a lower economic level. Their chief concern seemed to center around the problem of the teacher's responsibility in guiding her students to become good citizens. One respondent said, "Lower class teen-agers are handicapped by an environment that does not stimulate them to apply their mind to civic problems."

The two members of the group who seemed to be somewhat narrow in their thinking very forcibly indicated their feelings
toward those who differ from them in color and religion. One of the group said, "Since I've been here at college I've developed some strong feelings about Negroes. It just seems as though this campus is overrun with them.... I can't stand their loudness and the way they pretend they know it all.... It just seems to me that they feel they must be in the spotlight all the time."

Her comments as to religious groups seemed to reveal also her intolerance. "I can accept a Jew but as for Catholics I just can't tolerate them.... What difference does it make if you eat fish or meat on Friday?.... I just don't see how a thinking person could accept this religion.... I think they are ruled by fear."

These two respondents did not appear to be willing to adjust to new situations. Both stated that if they could not secure teaching positions in their own local high school they would not teach. They also seemed to feel that teaching should be limited to the classroom. As one of them said, "When I leave that building in the afternoon, that's it. My job is to do a good job in the classroom.... My evenings are going to be for me and my family."

The four respondents who seemed to lack enthusiasm for teaching revealed that there was still a question in their mind as to whether or not they had chosen the profession for which they were best suited. These were their comments:

I wonder if this is the exact profession for me. Is this where I fit in best?
I'm not sure I want to teach. I have developed a negative attitude toward home economics and I'm not sure what accounts for it. When I was a sophomore I had my doubts as to teaching home economics. By my junior year I was sure I didn't want to teach home economics but I stayed on in this program since it seemed the practical thing to do. If I don't teach I will have more opportunity to secure a position in related areas of home economics because I have completed this program.

All but two of the thirteen respondents seemed to want to include experiences in their teaching which would give them opportunity to work in all phases of the school program. They indicated these experiences would bring them in contact with a wide range of students. One of the respondents said, "I hope I teach in a system in which homemaking is an integral part of the whole school program.... Since families include both men and women I hope I will have classes with boys and girls." Another said, "I would like to help the elementary teachers teach nutrition.... Maybe I could even help the janitor with a problem about his family's eating habits." Several indicated an interest in out-of-school youths and the adults in the community.

Two-thirds of this group expressed the belief that if a teacher inculcates in her students the desire to work and play with others harmoniously, to examine problems intelligently, and to believe in people, then to that extent the world will become a better place in which to live.
Respondents Appearing to Have a Negative Attitude

Thirteen of the 43 student teachers interviewed for this study gave little or no evidence of enthusiasm for teaching or confidence in ability to work with teen-agers. Only five in this negative group of 13 seemed to reveal liberality in their acceptance of those who are different from themselves and in their acceptance of adolescents.

Lack of enthusiasm. There was no evidence of enthusiasm for teaching. Some of them said that they were in home economics education because it was the "practical course to take." Others referred to the home economics teaching program as the only one which would give a person a background to do just about anything she wanted to do in the field. Four frankly admitted that they would not like teaching and they did not intend to do it. Two said they were engaged and so they may be married by fall.

There was almost unanimous lack of concern of pupils' needs as a basis for the home economics program at the secondary level. They seemed to have little or nor concern for the high school age student. What professional concern they expressed usually had to do with such items as subject matter and appropriate methods and techniques for presenting it.

It was apparent that there were those in the program who were not aware of adolescent behaviors and who were too immature to accept the responsibilities which accompany teaching. One respondent very complacently said, "I just can't be too interested
in high school students. They are too smart-alecky.... At times I'd feel as though those smart remarks were directed to me.... I know I don't want to teach boys. They are only show-offs and too hard to handle."

Lack of openmindedness. Two-thirds of this group did not seem to sense the importance of attempting to understand and to accept those whose way of life might be different from theirs. One respondent forcibly stated her feelings toward those who were not in the same economic group as she when she said, "My feeling toward those who are in the higher and lower economic group is not a healthy one. I'm afraid if I had both types of students in my class there would be a clash. The rich irritate me with their arrogance and the poorer ones disturb me because of their slowness." Another said, "I don't like people who are too different. Some of these foreign people annoy me. I guess it is their mannerisms more than anything else. Negroes bother me particularly. They are so loud and 'show-offish'. I'll never marry a Catholic or a Jew for I don't want my children to be Jewish or Catholic."

One-half of this group stated they might teach in a rural school but they would not accept a position in an urban area. Here again there seemed to be evidence of immature thinking, as is indicated in the following comment. "There is too much juvenile delinquency in the city schools. I don't feel the moral standards are as high in the city schools as they are in the rural schools."
I was just shocked to see some of the 9th graders light up a cigarette as soon as they left the school entrance at one of the schools here in Columbus." Excerpts from two interviews will illustrate the negative feeling which characterized this group.

Respondent 25, who was a rural girl and the oldest of six children, seemed to be unable to think consistently. When asked the question relative to her feeling about teaching, she said:

I'm not looking forward to teaching home economics. But since I'm this far along I guess I better continue. I'd rather be an art teacher. Art gives you self-expression. Besides you can just make an assignment in art class and turn the class over to your students. Art teachers can really teach and I enjoy them. I'd just sort of like to just stay on in college. I enjoy college.

A little later on in the interview she indicated her lack of interest in teen-agers when she said, "Boys at the high school age are so loud and try to get away with murder. Girls are gigglish and silly. I don't think I want to teach them."

From time to time during the interview she seemed to shift the blame for her lack of interest and in her inability to teach, on instructors and material presented in various courses, particularly her education courses. She said:

I wasn't taught how to teach. I've never made a lesson plan or a unit plan.... My education courses were worthless, especially Education_____. It just was a 'picnic party class' .... I wasn't taught enough either. My clothing teacher didn't like me and I hated the course.... I've heard we have to teach
clothing a different way than what it is taught here so maybe it is just as well I don't remember too much from that class.

Comments such as the following seemed to reveal her feeling of insecurity as to subject matter knowledge and her inability to work with high school age students.

The whole experience is frightening. I'm dreading having to stand in front of a high school age group.... Suppose they won't want to do the things you suggest? What do you say to them? How do you get them to listen to you?

If all high school students are as stubborn and 'cocky' as my brothers and sisters I'm afraid I'm going to run into trouble for I can't tolerate a person who knows it all.

I think my biggest trouble is I just don't know enough to teach. I'm not sure I know as much as my students. I can't recall too much of what I've learned in some of my courses.

There was no apparent evidence that she had insight into the teacher's role in relation to the student. Her chief concern was not about the student but her interest seemed to center around subject matter. Several times during the interview she said, "If I do teach, my girls are going to learn to cook and sew.... I'll only teach in a city school if I teach since that is what they teach and not this stuff on child care and family relations."

She very positively said that living on a farm had made her dislike everything about farm life and now that she had lived in Columbus she "never wanted to be in a farm community." Then, too,
as she stated, "one could live a freer life in a city without everyone in the community knowing it."

Although she said she could accept those who differed from her in color, she again seemed to be inconsistent in her thinking when she said that she thought that Negroes should have their own schools and churches, for "they weren't just as high intellectually or socially as white people." When questioned as to what she meant by "high socially," she explained the phrase by saying that they lacked refinement and that most of their social functions were "just plain loud noise." Since she felt that "sexual immorality and stealing are more prevalent among foreigners and lower class people," if she were to teach, she would prefer students who came from the "American middle class families."

Respondent 38, who was a rural girl and the older of two children, very frankly said she did not intend to teach and that she had chosen the teacher education program simply because her parents, being teachers, wanted her to be a teacher. She felt that if she had to teach, the field of home economics would be a wise choice since she would have opportunities for other jobs because of her home economics background. She went on to say that she was going to be married this summer and that since her husband would be in the Armed Forces their place of residency would determine what type job she would seek.
She saw teaching as an underpaid profession. She said, "Mother taught 18 years before she attained the state minimum wage of $24.00." She also expressed the feeling that the teaching profession demanded "your life." She reiterated very emphatically that she "wanted to enjoy life and not eat, sleep, and drink teaching."

High school students, she stated, are "very impish and extremely silly." She said she did not think they would accept her for she believed in firm discipline. She also stated that juvenile delinquency could be decreased "if teachers would be very firm rather than allowing so much freedom in the classroom." She commented, "We've spared the rod much too long."

During the interview comments were made which seemed to indicate her lack of confidence and lack of self-direction. Several times she said she was not a very forceful person and that when she stood in front of a group her voice seemed to fade away or she would be left speechless since she could not think quickly on her feet. At one time during the interview she said she felt she had been definitely handicapped for the student teaching experience because she had not had previous experience with high school students nor had she participated in planning a lesson for this age group. She said that all during her college career she had made excellent grades because she knew what was required and did it. Student teaching was a different situation; it required "your thinking and your suggestions of plans."
From time to time she injected comments which seemed to indicate that she was primarily interested in herself and her attainments. At one time she said, "I've just got to get a good grade out of student teaching. I am one of the top ranking students in the School of Home Economics. I have been a Scholarship student." Then again, she said, "I'm sure I can do as good a job or better as some of the girls who have gotten A's out of student teaching."

Toward the close of the interview she stated that since she would be living near an Air Force Base she would probably be "surrounded by people," but that she hoped neighbors wouldn't be too friendly, for she preferred to be alone and enjoy her husband and keep an attractive home for him.

She seemed to have a very deep feeling toward those who differed from her in religion. She indicated that she had been reared in a Protestant home and in a Protestant community, and that it was her belief that Catholicism was a "dictatorial religion." She stated that anyone who had "any brains at all wouldn't be a Catholic." She said that at times it had been difficult living in the dormitory because she just could not accept Catholic girls or their beliefs.

She did, however, seem to be sensitive to the problems faced by youth who come from the lower economic level. She said, "Since boys and girls in the lower economic group usually have to quit school at an early age and start an earning career, the school program should provide means for them to become acquainted with
tools and work in a shop rather than giving them specific voca-
tional training.

Attitude of Respondents After the Student Teaching
Experience

Data from interviews after the student teaching experience
were analyzed for each individual in the same manner as that
followed in the previous section. (See Appendix, Exhibit D).
The 43 respondents were grouped again into positive, uncertain, or
negative classifications depending upon the evidence which seemed
to indicate the presence or absence of three aspects of teacher
attitude being investigated.

Extracts from interviews are included to illustrate the nature
and variation of attitudes. Comments quoted in this part of the
chapter as illustrative evidence of attitude toward teaching and
toward teen-agers are taken from different respondents than those
quoted in the findings of attitude prior to the student teaching
experience so that an over-all picture of the attitude of the total
group could be presented.

As is shown in Table III that 22 or 51 percent of the 43
respondents appeared to have a positive attitude toward teaching
following this experience in a classroom situation. This represents
an 11 percent increase. They believed that the direct contact with
TABLE III

DISTRIBUTION OF RESPONDENTS AS TO ATTITUDE POSSESSED AFTER THE
STUDENT TEACHING EXPERIENCE N=43

<table>
<thead>
<tr>
<th>Attitude Group</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>22</td>
<td>51</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Negative</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

The total teaching situation had been stimulating and challenging. They gave evidence that the experience had given them the security and status they needed to work with high school students. Varied activities in the school and community had helped them to sense the importance of a teacher in the classroom who is free from bias and prejudice. Only 11 of the respondents were uncertain as to teaching as a career. Ten of the student teachers in the interview following student teaching gave no evidence of enthusiasm or confidence. Several appeared to be quite limited in their acceptance of those from different socio-economic levels, race, religion, or cultural backgrounds. A discussion of those respondents in each group is presented in the remainder of this chapter.
Respondents Appearing to Have a Positive Attitude

Twenty-two or 51 percent of the student teachers in this study appeared to be not only enthusiastic about teaching as a profession but also expressed a fundamental professional interest. (See Table III). The student teaching experience had provided them with moments of "thrilling satisfaction." Their contact with the high school student had helped them feel more secure in their ability to establish those relationships with high school students which result in effective teaching. They had not only experienced moments of excitement and self-confidence, but they also had developed an appreciation for those whose family standards and values are different from theirs. Their off-campus training had proven to be the most satisfying experience of their teacher education program. They were looking forward to teaching with a positive feeling.

Evidences of enthusiasm. These respondents felt it was important to them to be in a profession that challenged them and one in which they found satisfaction. They indicated that "teaching offered opportunities for engaging in stimulating intellectual activities." Further evidence of professional consciousness of this group is attested by the fact that one-half of these student teachers said they wanted to do advanced study since they felt it "would enrich teaching satisfaction."
The one factor that was unanimously mentioned by all 22 respondents as contributing toward making the student teaching experience a most profitable period was the great satisfaction they found in "helping students develop in worthwhile ways."

One respondent expressed this feeling of satisfaction very simply when she said, "I can't tell you what came over me that afternoon when I looked up to see that in the chair once occupied by a tight-faced, stringy haired 9th grader, now sat a rather interesting sweet person. She had had her hair cut and styled. Her face radiated when I indicated how lovely she looked in her becoming new hair style." As she concluded her comments on how successful her unit on grooming had been because she had noted pupil growth she said, "This is why I want to teach.... I am happy when I see I have helped someone become an accepted person by the other members of her group."

Some said that only as a teacher reflected a wholesome and understanding attitude toward her students would she be able to guide them toward the goal of successful living. One respondent stated:

There was one girl in my group whom I just couldn't seem to tolerate. The first day I saw her I just decided I wasn't going to like her.... She invited me to visit her home.... When I saw her standing outside a closed log cabin door and very embarrassedly said to the supervising teacher and myself that we couldn't visit as her mother has gone some place, I suddenly realized the girl needed understanding, love and consideration and not resentment and avoidance.
Another commented:

I have learned during this short student teaching experience that a teacher must like this age group and you must not become irritated with them. As a teacher you must believe in them. Only as you try to understand their language and their point of view can you help them to grow and develop.

Most of the comments made by the respondents in this group appeared to reflect a deep concern for the adolescent. They seemed to be aware of the importance of knowing the young person as a whole. One said:

You must know the girl's environment, her stage of development as well as her personality make-up if you are going to help her grow into adulthood.... I found that by talking to each girl I could understand her better. I found that high school girls are anxious to talk over their problems with others. If you will be a good listener you can help them....If I could have visited more of their homes I believe I would have a better picture of the girls' environment and perhaps discover some of the parents' beliefs.... When I'm in my own school I'm going to make an effort to participate in activities outside of school so that I can see my students in different situations. I believe I could do a better job helping my students when I know all the factors which exert an influence on their lives.

Evidences of confidence. Throughout all of the interviews, expressions of confidence gained from the student teaching experience kept reoccurring. Some stated that although such courses as adolescent psychology and sociology had given them an understanding of adolescent behavior, this direct experience with teen-agers and their problems had built-up in them a more
secure feeling as to their ability to work with this age group.

One respondent revealed her feelings when she said:

I was most anxious to begin student teaching but
I was much concerned as to whether or not I could work
with high school students.... I had not had any previous
experiences of working with this age group.... In some
of my courses we discussed the adolescent and his growing
up problems but I still wasn't sure that would happen
in a real situation.... The greatest satisfaction I had
in this experience was seeing for myself that I have what
it takes—I mean that I felt the student accepted me and
from the very beginning I seemed to be able to plan, to
work, to enjoy being with them.

There were those respondents who seemed to feel that the
student teaching experience had not only helped them feel more
secure in their relationships with teen-agers but that they also
had developed poise and ease when standing in front of a group.
"I like standing in front of groups now. I didn't feel that
way before," commented one of the student teachers.

Several of the respondents stated that being responsible for
guiding students had been a factor in helping them become more
secure in their ability to work with adolescents. As one stated:

Each time a student came directly to me for advice
or help instead of going to the teacher in charge I
seemed to feel more secure in my relationship with the
student and within myself there was a feeling of
satisfaction for I felt I had achieved.... This feeling
of attainment has made me sure I want to teach. There
just isn't any doubt anymore in my mind.
Evidences of openmindedness. As to their feelings regarding the community in which they would prefer to teach, it was challenging to note that over one-half of the group appeared not to be too concerned as to the locale in which they would teach. Their major concerns were how they could learn the community's needs, and in what ways could they help the community locate problems and find possible solutions. They stated that it was important "to see how community relationships affect adolescent behaviors." One of the respondents said:

Since I have lived in this community for five weeks I've realized that it is more important that a teacher be concerned about the beliefs of the people in the community rather than if the school is situated in a city or a rural area.... This community regarded their school as a community center. Since the recreational facilities were most limited every Friday evening movies were shown in the high school auditorium for the community.... It was a fine way to bring the family together.... I found I had the opportunity to meet some of the parents.

Several indicated that perhaps being located in a city would have cultural advantages but that in this day and age of quick transportation this would not necessarily be a limitation to those who taught in rural areas. Others felt that teaching in rural communities would afford more opportunities for community participation and home visitation. They, too, pointed out that a teacher who is interested and enthused about her profession will be an active community member and she will avail herself of
opportunities for having continuous, firsthand contacts with the homes of her pupils whether she is teaching in a rural school or an urban school.

Several of the respondents indicated that they had become aware of the importance that pupils be given an optimum chance to learn. One of the most frequent comments made was "the teacher must start to work with her pupils where they are, not where she thinks they should be." They also seemed to recognize the fact that a teacher cannot assume that because two pupils are the same chronological age and in the same grade that they are ready for the same experience. One student teacher said:

I was surprised to see how my freshman girls varied in their range of home activities.... Those girls who had had more experience at home seemed to be able to move along so much faster in both foods work and clothing construction.... I found I had to plan those learning experiences suited to their ability.

This group of respondents appeared to be concerned about the specific values which reflect the student's feelings about her individual role and her philosophy of life. One respondent commented, "Through little daily chats with some of the students I learned that most of the beliefs that the students had were those held by their parents, their church group, and especially their peers." Her concluding statement as to the teacher's responsibility for learning why students have certain values seems to indicate her maturity of thought.
I see now that the more the teacher knows about groups from which pupils get their values and the relationship of her pupils to them, the more likely she is to be successful in guiding pupils into meaningful learning experiences.

To most of the student teachers in this positive group, student teaching had provided an opportunity to be creative and to think through reasons why and what makes some experiences more meaningful to the student.

Apparently many of them did not experience restrictive patterns of supervision. Nearly every one reported that she was free, within certain limits, to use her own ideas. They deeply appreciated the help which they received from their supervising teachers and college supervisors. One student teacher said, "The supervising teacher gave me a great deal of help because she accepted me as capable of teaching." Another said that "the greatest value in student teaching was the feeling that the class was mine and that I could try out my own ideas." Several stated that they welcomed the suggestions of the supervising teacher for they were given in such a positive way.

Nearly two-thirds of this group of 22 student teachers expressed a need for a better basis for evaluating their teaching. The following comments suggest the concern they felt.

I feel that a home economics teacher has done an effective job only when her student demonstrates outside the class that there has been a change in her behavior.... Just how and where can I get evidences to evaluate my teaching?
I recognize that an important part of the learning situation is the evaluation of the effectiveness of an experience in terms of the objectives I have set but I'm not quite sure in my thinking how evaluation becomes a part of the learning process. I'm sure that giving a test is not the only way of evaluating growth.... I wonder if some evaluation could not be done in the home?

Another expressed need was for life-like preparation for the problem they meet in teaching. Over one-half of the respondents in this group suggested that more participation be provided those who are in the teacher education program and that these activities be started the sophomore year. It was often suggested that if those who indicated they were interested in teaching could observe early in their program those classrooms in which there were experienced and interested teachers, that this may have stimulated enthusiasm for teaching as a career. One respondent most cleverly reflected this thought when she said:

The automobile manufacturer who devised the slogan 'Ask the man who owns one' knew that the best advertisement for any product is a satisfied user. In the same way, the sincere enthusiasm of an experienced teacher may exert a positive influence on us who are prospective teachers.

Living in the community during the student teaching experience seemed to provide opportunities for the student teacher to secure deeper insights into the ways of living of those who differed in religion, socio-economic status, and race. A student teacher who was of the Catholic faith stated that she was "thrilled when one of the Mennonite students invited her to her home for dinner." Her feeling about this experience is revealed in this statement.
It was so wonderful to see the fine family relationship that existed in such a humble simple home.... It isn't so much what you believe but how you live what you say you believe.

Another respondent, who was an urban student and who came from a family of the upper-middle-socio-economic level, commented that she had not looked forward to living in a rural community but that living in a small town during her student teaching had made her realize that such people are "happy and enjoy a genuine community spirit." It was most challenging to hear her say at the conclusion of her interview "I think I'd rather teach in a rural community. I enjoyed the close relationship that I had with my students in my student teaching center."

The experience of working with students of a different race, economic level and intellectual ability appeared to be another factor which contributed to the worthwhileness of the student teaching experience. Five of the student teachers very specifically indicated that working with students of different economic levels made them realize the importance of knowing the student and her background. Two of the respondents described at great length how the economic status of the students had been a problem in a clothing construction unit. They had students in their classes who came from three definite economic levels and "it meant planning the experience so that each girl derived satisfaction from what she was doing." One of the student teachers recalled with a beaming countenance her style show and how proudly the little girl from the
poorer family modeled her cotton jumper. "She was just as proud of her cotton jumper as the sophisticated rich girl was of her gorgeous wool jumper."

It was apparent that there were those who found that working with students of lesser mental capabilities was a challenge. One of the student teachers in describing her experience with a member of her clothing construction class said:

One of my students could not follow written or verbal directions. I had to sit down with her and go over each little step with her and sometimes reword some of the statements in the direction so that they meant something to her. I was so proud of her the day we both put her belt on her skirt.... I was as pleased as she was to see the finished garment.... It takes more time and patience with the slower student but it gives you such a lift when you see them come through.

The interviews with this group of respondents revealed several factors which may lead to a satisfying and profitable experience in student teaching. A student teacher with enthusiasm for teaching; a supervising teacher who is willing to permit the student teacher to demonstrate skills and insights, which her recent training has sought to develop; and a mutual concern for the student's interests above all else, appeared to give a positive attitude.

Excerpts from the interview with one of the respondents illustrates the attitude of those who seemed to have enthusiasm for teaching, confidence necessary to work with teen-agers and a high degree of openmindedness.
Respondent 9, a rural girl who was the younger of two children, was a most expressive individual not only with her facial animations but also with her verbal expressions. Often during the interview she would sit on the very edge of her chair describing an experience with such intense feeling that she seemed to be completely oblivious to anyone else in the room. Teen-agers were no longer "little demons" but individuals who were "alive with ideas and wanting to have those experiences that to them were meaningful and satisfying." The challenge of the adolescent made her feel that "teaching is the only career for me." Their interests and their sudden spurts of enthusiasm made her eagerly await the "coming of each day." Her experience with the high school boy added meaning to her experience. In her first interview she indicated a fear of disciplinary problems with boys but this fear appeared to be dispelled partially because of her direct contact with them. "I had boys in home room and worked with them in an art class for three days and I got along fine with them. They aren't too difficult to handle if you approach them the right way. I was happy for this experience for I'm not nearly as worried about teaching a mixed class."

Not only did she appear to be interested and enthused about working with the teen-ager but also she revealed a deep professional interest. Several times during the interview she commented that what she gained most from the student experience was "that
teaching is an on-going process. You never reach the place where you can say I've taught all." When commenting on her future plans she indicated that she would like to earn her master's degree in home economics education some day so that she may be able to be a supervising teacher. "A supervising teacher plays two very important roles—she helps students become acceptable adults, and she helps in the guidance and training of prospective teachers."

The student teaching experience had given this respondent the confidence she needed in her ability to work with high school students. "Student teaching has removed all doubts for me as to my ability to teach high school students." Four times during the interview she stated that there is "nothing else for me but teaching." In describing the experience that seemed to have given her the most confidence she said:

The day I took over all the classes while my supervising teacher was gone is an event I shall long remember. It was wonderful.... I was so happy with the way the students accepted me and how well I got along with them.... The biggest thrill came from my class presentations. I had to go from one class immediately into another without looking over my materials... I did it and I felt within myself I had achieved.

Twice during the interview she said that there were times when she had students who seemed somewhat disinterested and who occasionally would whisper. At first this seemed to bother her but then she stated she began to examine her plans, and she would ask herself
these questions: "Is the work too difficult? Is it interesting? Have I met individual needs? Have my plans provided for variety? Have I failed to put color and enthusiasm into my teaching?"

This device, she indicated, often resulted in slight modifications of her lesson plan but that she felt she had been able to regain the students' interest by changing her plans.

Teaching was not confined to the classroom for this student teacher. She expressed a desire that more opportunities be given to student teachers to work with other faculty members, students, and community leaders. She felt that those activities which took them beyond their classroom gave them a "broader view of teaching."

Home visitations gave her insight into how she may do a better job of providing meaningful experiences for pupils. In discussing the home visits she said:

I went on 12 home visits and I learned a great deal about some of my students, .... You see the girl in an entirely different light than you do in the classroom. .... I became more sympathetic with one of my girls whom I thought was a slow learner after I visited her home and saw how she lived. She was one, in fact she was the oldest, of 8 children and she was responsible for their care. She had to study in a room with two small children crawling around her all the time.

Two other home visits took us to homes which were just log cabins with no modern facilities. The girls slept up in a loft and were parental dominated especially by the father.... One of the girls said often in school that she didn't dare stay late at school, or her father would "thrash" her if she didn't go straight home from school.... I gave her as much as help as possible and saw to it that she was ready to leave my class at the end of day when the bell rang.
The Future Homemakers program had been a means of learning to know the student better and it afforded the opportunity for helping in the development of leadership qualities in the students. The FHA programs gave this student teacher an opportunity to participate in extra-curricular functions and by so doing, she was again thrown with boys and parents. She commented that:

I'm so glad I stayed on week-ends. I particularly enjoyed the FFA and FHA hayrides.... After one of the hayrides we stopped for refreshments at the home of one of the FHA members and her father and mother seemed so pleased to have us.... I believe they accepted me better, too, for I think they have seen I am interested in them and their activities.... At occasions like this you really get next to your students.

It was with satisfaction and delight that she stated she was so happy to have taught students who had varied backgrounds, for this "was a true test of her ability to accept those who were a little different from her."

I not only had girls who lived in log cabins but there were those students who came from rather well-to-do homes.... I wasn't even aware of their differences. Of course, the richer student wore better looking clothes but the poorer girl's smile made you forget she was wearing a summer print.

You know I was amazed at myself and I'm so pleased with myself. After having lived in the Dorm I wasn't sure I could be tolerant of Negro students.... I had three Negro girls and I must frankly admit that after I had talked with them several days I forgot they were dark skinned individuals.... The class acceptance of these Negro girls, I feel, helped me to understand these colored girls.
Before she concluded her interview she said there were questions still in her mind about teaching. One concern was how one would present a lesson to a city class. She said, "I'm wondering if I would teach in the same manner in a city school as I have in this rural school. I'm sure I would have to teach some units differently. Would the city student be more interested in herself and her peers rather than herself and her family as I found it to be with the rural girls?"

Her final comments seemed to summarize her feelings toward teaching as a career and toward working with high school students.

I'm so glad for this experience..... I'm sure I can teach and enjoy teaching. I enjoyed every minute of my student teaching.... I soon learned that high school students have varied interests, needs, abilities, and it is these differences which I believe will always make teaching a challenge for me.

Respondents Appearing to Have an Uncertain Attitude

As is indicated in Table III, 11 or 26 percent of the student teachers interviewed following the student teaching experience appeared to be uncertain as to their feeling toward teaching as a career and/or toward the high school age student.

Lack of enthusiasm. Over one-half of the respondents in this group felt that teaching seemed to be a 24-hour job. Said one, "The day started with lesson planning, then teaching or being in
the classroom from 8 a.m. to 6 p.m., and then more lesson planning."

Another commented, "It took all this time to teach just two classes. How could I ever find the time to plan and teach a full day?"

Some felt that they were not certain as to teaching as they had no time for personal growth. As one said, "I think that if you are going to be an alert teacher you must do other things besides just class preparation."

Five indicated that although they enjoyed working with high school students, the hours spent in preparation for teaching a lesson made them question the "satisfaction derived in terms of the time and energy expended." Almost without exception, the student stated that if she had had previous experience in lesson planning, the time spent in lesson preparation might have been reduced.

This same group of five respondents further indicated that if they were to teach they would prefer to teach non-vocational home economics. The time spent on activities required for the vocational program could be spent on "personal living." They also stated that three months vacation would give one the opportunity to travel, study, or to work.

Of much concern to four of the student teachers in this uncertain grouping, was the lack of opportunity to meet marriageable men in the teaching field. One commented that:
One reason I chose the field of home economics was to prepare myself for marriage.... I haven't been very successful thus far.... If I teach in a small community will I be able to meet someone? .... If I go into retail merchandising, which is my second vocational choice, I'll have more chances to meet men as I will be working more closely with them.

Six of these student teachers were critical of supervisors who seemed to impose patterns of teaching, or who limited the student in trying out her ideas, whether original or acquired in a methods course. A few of their remarks will illustrate their reactions to the guidance of different supervising teachers.

I was constantly being reminded that it had taken years to build-up the department to its present status and it was up to me to follow the pattern of the supervising teaching so as to retain the department status.... It just made me feel I had no contribution to make.... I was just simply relieving the supervising teacher of one of her classes.

Not being able to try out some of the plans I had worked out in my methods course and those I had specifically planned for a unit has taken some of the stars out of my eyes for teaching.

I felt I was constantly being pressured by my supervising teacher to carry out my plans her way.... I really tried hard at the beginning to do a satisfactory job for I wanted to teach but when I could never measure up to the perfect standards she had set, I lost interest. I was glad to see the five weeks end.... I do believe I could do an acceptable job of teaching if I were in complete charge of a class.
The student teachers in this group were also quite critical of the professional courses which they had had. They said that:

My education courses were not practical. We were not challenged with actual situations.... Generally speaking they were not practical. They were too theoretical.

The classes that gave me the methods of teaching were empty courses with too much overlapping.

My student teaching experience confirmed my belief that you can preach methods until the end of time, but you cannot get one thing out of it until you can actually see it working in the classroom and make the changes necessary.

If more realistic and practical material had been included in the methods course, student teaching would have been a more worthwhile and challenging experience.

This group of student teachers appeared to be aware that they did not engage as extensively as they should in the many duties which comprise the role of the teacher in the modern educational program.

Fewer than one-half of the student teachers in this uncertain group had taken part in sponsoring or assisting in extra-curricular activities; only one said that she had some part in guidance activities; one-fourth said they had supervised pupils in study halls. Only two had consulted and used school records; only three had helped to keep school records. Most significant was the absence of any lengthy or varied list of responsibilities of these types in any one interview.
Experiences with professional activities of teachers were limited to attendance at local professional meetings. More than half of the group said they had had this experience. Forty-five percent had made some type of contact with the parents, either during a meeting of the school's Parent Teacher Association or by having visited the homes of pupils.

Some of these student teachers felt that their rather limited program for acquainting them with the school and the community was probably influenced by the fact that the "student teaching period is so short that there just isn't enough time to engage in those activities which would give one a total picture of the teaching situation."

Over one-half of this group stated that had their student teaching assignment been somewhat flexible they might have been more enthusiastic. Almost without exception the student teachers commented that no basic change had been made in their duties during the period of student teaching. Once assumed, a duty was continued through to the end of the time spent in the off-campus situation. Five stated that some additional duties were given them as they gained experience; none stated that a duty was discontinued.

Evaluation of achievement appeared to be a terminal act for some. For example, a few stated, that they did not know how well they were doing until the close of the term. In only four instances in the entire group of 43, did it appear that the student teacher's
progress was evaluated either at the mid-point of the term or a little earlier in the period.

Evidence of confidence. Even though this group appeared to lack enthusiasm for teaching there seemed to be evidence that they had grown in confidence in their ability to work with teen-agers and in their ability to express themselves. The following comments illustrate this feeling:

Student teaching has given me more confidence in myself than anything I have done in college.... When I would stand in front of a group I would become so frightened that words would just leave me.... The first day I taught I don't believe I uttered five sentences. I couldn't.... At the end of the student teaching experience I didn't have this difficulty.... I can't tell you how much this has meant to me to be able to stand in front of a group and talk.

I encountered a real problem the first day.... When I started to teach several of the girls came up to me and told me they didn't want me to teach them. They didn't like me. They wanted the other student teacher.... For several days I battled this awful feeling of hating them because they had told me how they felt. Then I decided I was going to work with them, share their interests.... At the end of the five weeks I feel I had good rapport with all but one of the girls.... Being able to establish myself with the girls and having them accept me was the biggest thrill of the entire experience.

I had to teach that area of home economics in which I felt most inadequate. My inadequacy almost completely ruined my experience the first two and one-half weeks.... I spent all my time acquiring subject matter.... Students were secondary. As a result I had no feeling for the class and the class disliked me and what I was trying to teach.... Once I had that security of knowing subject matter I became alive to my students and the last two weeks were more satisfying.... I wish now I had more
time to student teach for I have a feeling for the
student and I'm more confident I can do a better job
of teaching.

Evidence of openmindedness. Only three student teachers in
this group seemed to be less liberal than the other respondents
in the uncertain group in their acceptance of those individuals
who have a different religious belief, who come from a different
social or economic level, or who have a different skin coloring.
The following statements reveal their feelings.

I still can't bring myself to totally accepting
Negroes.... Even though I had them in class I found
myself not giving them the help they needed.

Why do the Catholics wear those medals around
their necks? Isn't it silly to think those things
will protect you from harm? .... Anyway I still think
it is a form of Paganism.

I had three girls who came from well-to-do homes
and honestly, they were "plain snobs." They gave you
the feeling that they were "rich bugs" .... At times I felt
as if they were looking down on me with their arrogant air.

This same group of three felt that at times everything they
did was criticized because they had been creative and had not
followed the recitation technique. Other times during the inter-
view it was apparent that they resisted criticism and that they
were not able to evaluate objectively the comments made by the
supervising teacher or the college supervisor.

On the other hand eight of these respondents who appeared to
be receptive and who welcomed suggestions of the supervising
teacher also seemed to accept and to understand those whose way of life differed from theirs. One student sincerely stated:

   It seems to me that only as we wholeheartedly render service to others do we ourselves promote the spirit of brotherhood which should permeate all aspects of our daily living.... The classroom is an ideal situation in which we can practice our beliefs in the worth and dignity of the individual.... I derive much satisfaction in seeing people achieve or find means of achieving satisfaction and happiness.

Another saw the opportunity to create and build-up better relationships among mankind, a challenge of the teaching profession. She said, "Teaching is a profession in which you can serve others regardless of who he may be and I believe he profits most who shares best. Here in the classroom you have many opportunities to build good will and better friendships."

Although this group of 11 student teachers appeared to be lacking in enthusiasm for teaching, there were those who indicated that the student teaching experience had helped them understand the teen-ager and had provided them the opportunity to determine if they had the ability to work with this age group. Others even said that this experience had helped them in their ability to verbally express themselves.

It was apparent throughout all of the interviews that these student teachers were aware of the importance of knowing the "individual student, his problems, and his family background." The comment most frequently made that illustrates this reaction
was: "Only as a teacher knows all the facts about the student is she able to understand why he reacts as he does."

Almost three-fourths (73 percent) of the group saw the classroom as that situation in which the beliefs that one has about the individual are put into practice. They also stated that living in the community had given them the opportunity to see the student in varied situations which had helped them as student teachers to better understand those with whom they worked.

Respondent 29, who was a rural girl and the oldest of four children, seemed to possess that attitude which was typical of the remaining ten respondents in this category.

During the interview she indicated her concern for the need of having a more enthusiastic feeling for the teaching profession if she were going to make it her life work. She very seriously stated that she had always wanted to teach and that she thought she had the characteristics of a "good teacher." Her student teaching experience, however, had not proven to be as "challenging or satisfying" as she had hoped it would be. She seemed to feel that "the amount of time spent in preparation for teaching a lesson isn't worth the satisfaction you may receive." It seemed to her that a teacher had to "spend all her awake hours on her profession." This she saw as the reason why teachers were quickly identified as being a member of the teaching profession. "If you spend all your time on teaching, you become a one-sided
person who is dull and very uninteresting," was her comment.

Another reason for lack of enthusiasm, as she stated, was "the monotonous routine of each day." "If we could have assumed more responsibility each week for the teaching situation and if we could have had more opportunity to assist in extra-curricular activities, teaching would have been more as I had pictured it to be."

She seemed to have an interest in the adolescent and she stated she had gained much from the student teaching experience in learning how to work effectively with them. From time to time during the interview she commented that she had chosen to teach high school students because her 4H camp counsellor experience with this age group had been so gratifying. Even though this period of working with the adolescent was only for a two weeks period she found that "boys and girls are at that stage in their development which requires sincere understanding and the patience of Job." Then, very casually she injected that being the oldest of four had given her some "firsthand contact with moodiness and stubbornness that often accompanies this growing-up period." "I would have enjoyed participating in some of the community activities with the students had I not had to spend all my time in lesson preparation."

This respondent seemed to feel that the supervising teacher was the one person on whose influence and standards and methods the success of the student teaching experience largely depended.
At one time she commented, "My supervising teacher at times was not sure whether I should do this or that.... I felt very insecure at these times too for if she didn't know what I was to do, how could I go ahead?" Another time she said, "I was given quite complete charge of the class. I felt as though I had too much freedom.... It would have helped if I had had closer guidance."

This student teacher was aware that she had not had enough contact with the parents and community leaders. She said that she had not been in any homes of the pupils nor had she met any of the parents in a professional meeting. The school in which she had done her student teaching did not have a Parent Teacher Association. "All the people I really saw and talked with the past five weeks have just been those with whom I teach every day," was the comment she made when she spoke of her activities being limited to the classroom. She seemed to feel that had she taught in a rural school she would have been able to know the community. She only saw the town in which she taught as she drove in in the morning and on her way out in the evening.

Teaching, was described by this student teacher, as a profession in which "you can be of service to all." "You have the rich, the poor, the slow student, the extremely intelligent individual, the student who comes from a home whose family beliefs are different, and sometimes you have a student who has only one parent or neither parent.... A classroom with such a diversity
of individuals tests your belief that each should have equal opportunity to grow and develop according to his capabilities."

At the close of the interview she said that her parents had taught her to respect the beliefs of others and at all times to be understanding. If she were to go into the teaching field she hoped that she would "always be aware of the individual and his environment."

Respondents Appearing to Have a Negative Attitude

There were ten, of this group of U3 student teachers who, after completing their student teaching experience, stated that teaching "was not their professional choice." They appeared to lack enthusiasm, and confidence in their ability to work with this age group of students.

Evidence of lack of enthusiasm. Four respondents in this group had stated in their first interview that they would not teach. They were planning to be married at the end of the school term. They had completed the teaching curriculum since it seemed the practical thing to do. They also revealed that the student teaching experience had been such a pressure period that they did not feel they could combine teaching and marriage and do a successful job of being a homemaker. They expressed a desire for this type of position where one could "leave at 4 in the afternoon and return to at 8 in the morning."
One of the ten students in the negative group, who was married, commented that she felt she could make more money working at a concession stand at a summer resort during the summer than she could teaching nine months. She further stated that while she did her student teaching she did not have time "to spend on the care of the home or to enjoy her husband." Teaching, as she stated, was too time consuming for her.

Positions in related fields appeared to be more attractive for two other respondents. They commented they would not be stopped by bells, interrupted in their class work by activities, checked by supervisors and they could plan their own schedule of work for the week. Then, too, they felt they would be constantly meeting different people and making new contacts. The salary scale in these other areas also was higher than the salary for teaching.

"I just don't know what I will do," was the comment made by four of the respondents who stated that they "were never going to teach." Throughout the entire interview there was evidence of their inability to assume the responsibilities of an adult. One respondent very negatively stated:

I didn't want to come to college but my parents thought I should.... Since I had to be here I chose home economics for I want to marry some day.... Then my parents decided I should prepare for teaching so they pushed me into it. There was nothing else for me to do but to complete the teaching curriculum.... I disliked my student teaching; I don't want to teach but how do I tell My parents.
Another in this group stated that she had observed some teachers who didn't seem to be "as capable" as she. She said that perhaps in a year or two she would forget this frustrating experience and return to teaching. She commented that she felt sure that if she were in a one room situation by herself without "someone checking all the time," she would be able to do an acceptable job. She seemed to be disturbed greatly that those students who appeared to her to be less capable than she in other campus courses, had been able to do an effective teaching job.

Frequently during the interview with the third respondent in this negative group, the statement was injected that she did not know why she had chosen to teach home economics. Home economics had been suggested to her as a course that would prepare her for marriage and since she "was going steady" she thought home economics would help her "get ready for marriage." As for teaching, it just "wasn't worth the time." She said:

I worked some days from 8 a.m. until 2 a.m. planning lessons and getting bulletin boards ready....
I was only teaching one class.... What would I do if I had to prepare for three or four classes? .... No, I want a little time to live.

On another occasion in her interview she stated that she had had to teach a "silly unit in child development." As she made the following comment she threw her head high and a look of coldness
came over her countenance.

I just can't stand children.... I'm the oldest of six and I have had to raise the other five brats.... I don't even go home on week-ends because I can't stand them.... Girls aren't interested in children. Why don't we teach them how to sew and cook?

Lack of confidence. Over one-half of this group of student teachers were not seemingly challenged to work with teen-agers. They did not seem to understand the adolescent nor did they appear to be aware of those behaviors which characterize this age group. The following comments illustrate their feelings.

I just didn't seem to get along with the high school students.... Homeroom boys were 'wise crackers'.... Freshman girls were unco-operative.... Most of the students didn't know what to do with their freedom and they seemed to run wild through the school.

At times that silly giggling of some of those girls would irritate me so I would have to clench my hands to keep from screaming.

I just couldn't take those junior and senior girls.... They just acted as though they knew all the answers.... They tried to be so sophisticated.... Some of them tried to talk back to me and I let them know I was in charge.... I don't think high school students today are as respectful as we were.

Seven student teachers indicated that they were dissatisfied in that they were not able to establish relationships with the homes or with the community. Six of them mentioned that they did not go on home visits and three respondents questioned if the supervising teacher had accepted home visiting as an integral
part of her teaching.

Four student teachers in this group appeared to feel their college preparation was not realistic. The following comments express their reactions.

Many of my education courses were too ideal.

Student teaching would have been more profitable if there had been some previous participation with high school age students.

Courses should deal with actual situations, allow the study of school textbooks, use actual school records so that we would be ready to deal with both fast and slow pupils.

We should have had more contact with teen-agers before student teaching.

Why weren't we taught how to plan a unit? I would have felt more confident had I had some idea of what comprised a unit and a lesson plan.

One-third of the respondents indicated that their subject matter preparation had been inadequate. The following comments seem to express this feeling.

It seems to me that if we are to teach the Bishop Method in the teaching centers we should have at least been introduced to it in our clothing construction classes.

I didn't seem to know the "Whys" in food preparation.... I had to spend hours digging out some of the basic principles which I think should have been taught in our beginning foods courses.
If we are to teach units in laundry and family relationships I believe we should have more than one course in each of those areas before we attempt to teach them.... The courses were most valuable for me but I was very insecure in teaching them.

One-half of this group of ten individuals said they had realized little value from conferences with their supervising teachers. Several said they had infrequent conferences while there were those who indicated they had not gained a great deal when they did have conferences. They also stated they believed the "supervising teacher should not use the student teacher as a helper and let her do all the unimportant details."

Five of the respondents expressed a desire to return to their former high school if they were to teach. They stated that they were familiar with the situation, and that by knowing existing conditions they could do a more effective job. Three stated that if they were to teach in their home community they would be able to live at home and in this way they could pay back in part that which parents had invested in them. One commented that her parents needed her at home since her brother was going to leave for the army and it would be lonely for her parents after he had gone.

The remaining five respondents who were contemplating marriage said that if they taught, it did not make much difference whether it was a school in the city, in a small town or a consolidated school, as long as they could be near their husbands.
It was of interest to note that there were just as many of
those student teachers in this negative group, as in the positive
group, who were concerned about evaluating their teaching. They
expressed concern as to how one can be sure of the effectiveness
of one's teaching.

Evidences of openmindedness. There were only four student
teachers in this classification who seemed to possess an intolerant
attitude and who appeared to be somewhat resentful of having their
ideas challenged. As they discussed the students with whom they
had worked such comments as the following were made, which seemed
to reveal their feelings.

I'm sure [name of person] is a mulatto.... You
see this is what happens when we don't have segregation. You give some of these Negroes an inch and they
take a mile.

If some of those slower students who look so
bored to death would only perk up a little, I wouldn't
mind trying to help them..... My supervising teacher
suggested I try to bring out these weaker students but
I feel I must cover a certain amount of material....
I can't hold the better students back.... The slower
ones will have to try harder to keep up.

How can Seven Day Adventists practice good
nutrition if they exclude all animal foods from
their diet?..... They aren't thinking very logically
when they stop to consider that the first year of life
is maintained on milk, an animal product.... I feel we
should help these students see they are not building
healthy bodies and try to get them to change their food
habits.
These ten student teachers revealed through their comments that teaching was not their choice of a career as they had realized little or no value from organizing personal life so as to grow personally. This may be the result of the pressure involved in a comparatively short term of student teaching but it does raise a question as to whether or not students are developing a realistic picture of teaching if they find little time for recreation. This group, however, seemed to possess also a negative attitude toward their preparation for teaching responsibilities, the type of skills and knowledge provided by their college and toward individuals who differed from themselves.

Respondent 31, who was the youngest of three children and who came from a rural home, is a typical example of those student teachers who, after completing their student teaching were not enthusiastic about teaching. She said, "I'm sure now that I don't want to teach. Before I went into student teaching I was undecided but I'm sure now." Three factors seemed to be responsible for this decision. Frequently throughout the interview she would comment that the "pressure of student teaching was too great." She seemed to feel that she couldn't "quite do the thing the supervising teacher wanted done." She did not feel that the supervising teacher "guided or suggested in a positive way the direction in which she should move." She commented that, "The supervising teacher was so sure herself, she made me feel very
insecure." She stated that if only once she could have felt she had done "an acceptable job," she might have felt a little differently about the experience. Several times during the interview as she described her feelings, she became very emotional and occasionally became tearful. At such times she would comment that the student teaching experience had made a "nervous wreck" out of her.

The time required for class preparation and for activities included in the vocational program which demanded all her time was given as the second factor. She felt there "wasn't time for personal living."

The third factor which seemed to contribute to her dissatisfaction was her inability to gain the interest of the students with whom she worked. She did not seem to "get through to them" and as a result, she commented, "they were often noisy and listless." She felt that had they been disciplined before she took charge of the class the situation might have been different. "It was difficult to be firm when they had been used to doing what they wanted to do," she said.

There was some indication that her interpretation of the home economics high school program was quite limited. At various times during the interview she inferred that clothing and foods should constitute the major portion of the home economics training in high school. It was at this point that she became quite
critical of her subject matter preparation and commented that
as students they should have been taught in their college courses
those methods which "they were to teach high school students."
She felt it had been unfair to teach one method of clothing construc-
tion on campus and then be sent out into the centers to teach another
method with which they were not familiar.

She did not seem to possess any spirit of adventure. She
was willing to return to her former high school and to teach in
the same traditional way in which she had been taught. If she
were to teach, she was sure she did not want to teach in a city
school, since city students presented discipline problems. Although
she felt it would be a worthwhile experience for boys to enroll
in home economics classes she would prefer not having to teach
them as "boys are too smart and would try to be cute with a
young teacher." Moreover, she thought Jewish people were "obnoxious
and domineering" and she was thankful that her experience had not
brought her in contact with them. As for those of other religion
and race, she could work with them if they did not try to get
too friendly with her.

Several times during the interview she stated that she wished
she had had some opportunity in the early part of her college
program to observe or participate in a high school teaching
situation. If she had had such experiences, she might have seen
that she wasn't "cut out to be a teacher." She would not have arrived at her senior year undecided about her future, now that she was sure that teaching was not her professional choice.

Summary

Of the 43 student teachers interviewed prior to their student teaching experience 17 or 40 percent appeared to be looking forward to teaching with enthusiasm. All of them expressed a deep desire to help high school students be productive and happy by providing opportunities for continuous growth. They seemed to feel that this goal could only be attained by careful planning. Some very pointedly said it is essential for a teacher to identify the type of behavior which the student should be helped to develop and that it is pertinent that she think "through appropriate learning experiences which can be carried on in the classroom, the home and the community" which will bring about growth.

Over two-thirds or 70 percent of this group seemed to suggest that they believed a teacher must be aware of conditions existing in the community as a whole, as well as in homes. They stated, "The teacher must see the relationship of these conditions to the lives of her pupils."
Not only did these 17 respondents seem to be enthusiastic about teaching as a career and show a concern for teen-agers but they also appeared to be liberal in their acceptance of those who were different from them in race, religion, and culture. They seemed to be receptive to new ideas and some indicated they were looking forward to the student teaching experience for it would be a period in which they would have an "opportunity to try out some of their ideas under guidance and supervision."

Approximately one-third (30 percent) of this group of students in this study appeared to have neither a positive nor an entirely negative attitude. There were those who indicated uncertainty about their plans for teaching, while there were others who felt they were not adequately prepared to cope with the adolescent. This group, as the positive group, seemed to have a spirit of tolerance and understanding of those whose way of life was different from theirs. They seemed to realize that often teachers tend to impose their own values instead of helping the individual clarify why they cherish those values which seem so vital and dear to them. As one student teacher indicated, "We need to know the whole situation before we attempt to change a segment of it."

On the other hand there were 13 or 30 percent of the total group who appeared to be negative in at least two of the three aspects being studied. Six of them stated they would not teach while the remaining seven were undecided as to what their future
plans would be. There were comments made which had the overtones of little concern for pupil development or for the profession. The teacher education curriculum had been pursued because it was the practical thing to do. There were those who were completing this program because they planned to enter a related field.

Nearly two-thirds (60 percent) of these 13 negative respondents appeared to be less liberal than the others in their acceptance of those whose beliefs or patterns of living were not similar to theirs. They resisted criticism and they stated they were dreading supervision because of this.

This group appeared to be less willing to adapt themselves. Most of them stated that if they were to teach they wanted to return to their own community or, if they could not secure a position in their own high school, they would only teach in a comparable school and community. As one respondent indicated, "I just won't teach unless I teach in a high school in my own city."

The interviews following the student teaching experience seemed to give evidence of change in the attitude of some of these 43 student teachers towards teaching as a career and towards teenagers.

Over one-half (51 percent) of the respondents appeared to be looking forward to teaching with much zeal and confidence. Most of them expressed the feeling that teaching offered an opportunity for engaging in stimulating intellectual activities.
Almost all of the 22 respondents in this group stated that one of the greatest satisfactions they found in teaching was "helping pupils develop into being socially accepted by others." One respondent indicated that seeing growth take place in just one girl "gave confidence which one needs to be secure."

An indication of the professional consciousness of this group may be noted from the fact that nearly one-half of the group said that they wanted to do advanced study, feeling that this would enrich their satisfaction in teaching.

Nearly two-thirds (60 percent) of this group indicated two concerns relative to their pre-student teaching preparation. One of the chief concerns was the need for a better basis for evaluating their teaching. A second concern was the need for life-like preparation for the problems they meet in teaching.

Most of these 22 respondents said that their supervising teachers and college supervisors had been most helpful in their guidance. One respondent stated, "They accepted me as being capable of teaching." Nearly everyone indicated she was free, within certain limits, to use her own ideas. The encouragement they had received from their supervisors was positive and was welcomed.

Over half or 58 percent of the student teachers in this positive group seemed to feel that the firsthand experiences with the homes and the community, through home visitation, made them familiar with the true environment of their pupils and contributed
to a better understanding of the individual student, her problems, and the pattern of family living.

Eleven or 26 percent of the total group of 43 appeared to be undecided as to whether they would make teaching their career. The limitations of the profession as they stated were that "teaching seemed to be a 24-hour job," and that there was no time to do "those things which contribute to your own living." Then, too, they felt teaching offered limited opportunities for contacts with people in other types of work. Those respondents who felt that marriage indicated one's success in college, were very much concerned about the opportunities one has in meeting a mate in the teaching profession.

One-half of this group, who were uncertain in their feeling toward teaching, indicated that the good rapport which existed between teacher and student gave them more confidence in their ability to work with high school age students. As one respondent expressed it, "When you understand the student and she accepts you and wants to work with you, all these fears about not being able to get along with teen-agers are gone." They seemed to have derived satisfaction from noting pupil growth and achievement.

There were four of these 11 respondents who stated that by participating in activities outside the home economics department a more definite tie had been established with other faculty members and parents. These student teachers seemed to sense the importance of integrating home economics with the total school program.
Several seemed to feel that they were still in a state of indecision as to pursuing teaching as a career because the student teaching experience was entirely too short to get a true picture of the real situation. There were those who stated they had been limited in trying out their own ideas and that the supervising teacher sometimes imposed her pattern of teaching. In other instances the student teachers thought they had had too much freedom; they would have appreciated closer guidance.

Some of the respondents commented that living in student teaching centers different from the type of community in which they had been reared, had helped them to realize that even though there are those whose way of life is different, there is much commonness in that "certain drives, desires, wants seem to exist in all."

Of the ten respondents who appeared to have a negative attitude toward teaching and toward teen-agers, one was married, and four were contemplating marriage before fall. These five most emphatically stated they would not teach. Two of this group indicated they might go into positions in related fields and the remaining three "just didn't know what they would do."

This group regarded teaching as an underpaid profession which demanded every minute, "leaving no time to live." High school students were thought of as those individuals who were "smart-alecky, silly, and discipline problems." There were those
student teachers who felt that the teacher not only had to cope with the problems of the pupils but she also had to be "bothered with administrative and parental problems." A few stated that teaching seemed to be a "monotonous routine." These respondents appeared to have no sincere professional interest or concern for the adolescent.

Four of these ten student teachers felt that they had not had adequate pre-student teaching preparation. They stated that their education courses were "worthless" and that they had not had sufficient guidance in planning units or lessons for high school age students. A feeling that some had not received adequate subject matter background was indicated by comments which were directed toward specific courses taught in the areas of clothing, foods, and management.

Six student teachers in this negative classification commented that they had not received the hoped-for assistance from their supervising teacher. One stated, "My critic teacher was never sure whether I should do this or that."

Six respondents stated that evaluation of their teaching was one of their most difficult teaching problems. They specifically mentioned the preparation of examinations, test questions and the preparation of grades. There may be some relationship between these responses and those given by the student teachers in the positive group who said that "teaching would have given them a greater satisfaction if they could be sure how effective their program was."
There were only four student teachers in this negative group following the student teaching experience who appeared to have an attitude of intolerance. One stated that, "I knew I would have some difficulty if I had Negroes in my classes. I had two in one class so I allowed them to sit together in one corner of the room. I didn't bother them unless I had to."

Some of the other comments made which appear to be indicative of non-acceptance of others were:

Poorer students are dull.... I believe this is because they are lazy.... I feel that those who are financially insecure are usually lazy.

I've decided to want to teach the higher intellectual student only.... Those slower students were problems.... They were always throwing me off schedule.

I was glad I had no Jewish students to contend with in my classes.... It was a relief to be away from bragging for six weeks.

There were those respondents in this group who not only lacked enthusiasm for teaching, confidence necessary to work with teen-agers, but they also appeared to be somewhat narrow in their thinking.

The findings in this part of the study tend to support the first hypothesis, namely, the student teaching experience brings about change in the attitude of student teachers toward teaching
as a career and toward public high school students. There were those student teachers who appeared to have a different attitude toward teaching and toward the high school students following the student teaching experience.

The next chapter presents the findings of the study as to the extent and the nature of change in attitude.
What do the findings in the preceding chapter show in relation to the extent of change in attitude? What has been the nature of the attitude change? The purpose of this chapter is to point out the extent to which their appeared to be change and the nature of the change in attitude.

Comments from the interviews of those in the positive, uncertain, negative groups again are used to illustrate the extent and nature of change in attitude.

Extent of Change in Attitude Following Student Teaching

As indicated in Table IV, 15 of the 43 respondents appeared to have a different feeling toward teaching following their student teaching experience. Of this group of 15, three respondents, who prior to student teaching appeared to be positive in their attitude toward teaching, gave evidence of a most dissatisfying student teaching experience. These three then appeared to possess a somewhat negative feeling toward teaching as a career.

There were eight respondents, however, who had experienced the challenge of helping the high school student grow and develop and were looking forward to teaching with enthusiasm. Six of
TABLE IV

DISTRIBUTION AND NATURE OF CHANGE IN ATTITUDE AFTER THE STUDENT
TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Attitude Group</th>
<th>Number Prior to Student Teaching</th>
<th>Number Respondents Changing Attitude Grouping</th>
<th>Attitude Group to Which They Shifted</th>
<th>Final Distribution of Respondents After Student Teaching</th>
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these respondents, who appeared to have a positive attitude toward teaching following the off-campus training, indicated a somewhat uncertain feeling before they began their student teaching. Two of the students who indicated a negative attitude before student teaching, revealed that the direct experience with youth had challenged them to think more positively as to their ability to work with adolescents.
Whereas there were 17 respondents in the positive group prior to student teaching, 22 students seemed to have a positive feeling toward the profession following the experience in an actual teaching situation.

Four of the respondents who were in the negative group prior to student teaching indicated that although they were still uncertain as to the satisfactions derived from teaching, they were more confident in their ability to work with adolescents. They stated that the student teaching experience had provided them with those experiences which had given them security and status. They also revealed that community participation and home visitation had given them insight into individual behavior. It appeared that these respondents were provided an extensive program which gave them a feeling of the responsibilities of a teacher in today's schools.

Of the 15 respondents who indicated a change in their attitude following the student teaching experience, 12 appeared to have moved into a more positive group. There were three, however, who indicated a shift from the positive to a negative attitude.

Respondents Who Appeared to Remain in Same Attitude Group

Of the 17 respondents who appeared to have a positive attitude toward teaching and toward teen-agers prior to student teaching,
indicated that the experience had not only been a most profit-
able experience but that it had reinforced their belief that 
"teaching is exciting" and it is an "intensely social way of life." 
(See Table IV). These respondents in their interviews following 
the student teaching period stated that it is "true that teachers 
do mold our nation's future." Teaching, as they expressed it, 
will give an individual one potent way to work toward a better 
world.

The student teaching experience had made these students 
realize the responsibility and vital importance of the job of 
teaching. There were those who indicated that youth can only grow 
and develop "as they are provided guidance and opportunity as 
individuals and in groups."

Respondent 15, who was a representative example of those 
respondents who appeared to be more zealous and confident following 
the off-campus experience, exhibited in both interviews a mature 
and professional attitude as she talked with poise and ease. She 
conversed with assurance and sincerity in a quiet, fluent flow 
of expressive words. She seemed to have a deep interest in the 
welfare of others. She radiated enthusiasm as she related her 
student teaching experiences. Several of the responses made during 
the interview following her student teaching are indicative of 
enthusiasm and stimulation aroused by the direct experience of 
working with the high school student. Some of these are worthy 
of verbatim quotation because of their enthusiastic expressiveness.
I am more convinced than ever that I want to teach and the sooner I start the better.

Working with the students was more fun than I anticipated.

I got a good feeling whenever the girls asked me to help. I knew they had accepted me.

Experience arouses your interest when you see so many problems which need to be solved.

The student teaching experience apparently had given this student teacher the opportunity to see the many challenges that teaching offers and had provided her with those activities which seemed to give her confidence that she could work with and enjoy students of the high school age.

There were others in this positive group who indicated that their experience had been one that strengthened their belief that the great purpose and challenge of a teacher's growth and work is to make a difference in the lives of others. They stated that the teacher's effect on others is produced most surely by personal concern so deep and abiding that it refuses to be swamped by the endless petty detail in which the teacher can be so easily lost. They expressed a feeling that careful planning and good management could bring this "swamped feeling" under control. One respondent concisely stated the purpose of teaching as she felt it to be:

Personal work with individuals, having always in mind their growth and development, is the essence of teaching.
Another commented that she had realized that a teacher is a planner in that she must see these young people before her as a part of a great system which grows stronger in the light of truth.

The respondents in this positive group gave some indication that in their thinking, teaching was more than a life work, a profession, an occupation, a struggle. It was the means of laying the foundations of tomorrow.

Respondents Who Remained in the Uncertain Group

Only seven of the 13 respondents who seemed in the first interview to be neither positive or negative in their attitude toward teaching, revealed in the second interview that they were still insecure in their ability to work with high school students. (See Table IV). They were still questioning whether teaching would allow time for personal growth for they felt that student teaching had been so time consuming. Most of this group seemed to feel that this direct experience with youth had helped them to see beyond the pages in the textbooks. They appeared to have developed an awareness of human knowledge and experience. They expressed a genuine desire to want to guide young people but they felt insecure within themselves as to how to work effectively with them so as to achieve this goal. The student teaching experience had also provided for some the opportunity to see that all people do not have the same values in life. In relating her home visitation
experiences, one student commented that she was able to visit several different kinds of homes and she realized differences and accepted them.

Several of the respondents stated that had they had more guidance and encouragement from the supervising teacher they might have had a more secure feeling as to their place in the teaching profession.

Respondent 21 in both her interviews was quiet and reserved. Occasionally an interesting smile came over her countenance and her eyes would sparkle with excitement. At times she did experience difficulty in finding words to express herself. She appeared to be broadminded and revealed an interest in the high school student. She stated in her interview following the student teaching experience that she "still wasn't sure she could get along with high school students as she had difficulty expressing herself." Several times during the interview she commented that she often felt people did not like her. She had even wondered at times if the supervising teacher had confidence in her. Some of her remarks gave one the impression that she lacked the ability to work as a leader. At times one sensed she lacked self-direction. The following comments illustrate her feelings:

I think I want to teach but at times I felt the students didn't accept what I said.... I overheard one student ask the supervising teacher the same question she had asked me.... If the supervising teacher had referred her back to me I would have felt that the teacher in charge trusted my judgment.
This was so different from classes on campus.... I did not have any difficulty completing my assigned work, but I don't seem to be able to plan a lesson that is acceptable.

If I could have had a few more weeks of student teaching so that I could be sure that I can present and evaluate effectively, I don't believe there would be any doubt in my mind as to teaching.

It would seem that if this student had had some experiences in the classroom which would have given her a feeling of satisfaction she might have gained confidence in her ability to work with adolescents.

Respondents Remaining in Negative Group

Seven of the 13 respondents who appeared to have a negative attitude prior to student teaching, revealed that they now had "positive proof that they didn't want to teach." Teaching, as they saw it, is monotonous work; teaching does not allow time for personal living; teaching is hard work; and it is work that demands long hours outside the classroom. As teachers, they commented, often you live in a goldfish bowl of community attention and gossip, particularly if you are located in smaller communities. Community restrictions seemed to be a concern of these students. There was lack of evidence of interest in the adolescents with whom they worked. They seemed to have an attitude of acceptance of situations rather than one of enthusiasm and interest. There was some evidence
that they had group control problems which they were incapable of handling.

Four of these seven respondents who were in the negative group prior to student teaching, indicated in the second interview as they did in the first, that they would not like teaching and they did not intend to teach. They were in the home economics teaching program as it was the type of program which would give an individual a background to do just about anything she desired in the field. There were two who indicated vocational preferences other than teaching in secondary schools. One student teacher was uncertain as to why she was in home economics and she had not decided what she would do after graduation.

Respondent 35, who appeared to typify the members of this group, in her first interview showed little animation at any time. She talked in a slow, lazy manner giving no more information than necessary and often seemed to grope for words to express herself. She lacked a keen interest in teaching. She had come to college because her parents insisted that she have a college education. She chose home economics because it was the "practical thing to do."

In the interview following the student teaching experience she exhibited an indifferent, immature attitude. She talked more fluently about herself and appeared to be on the defensive at all times, making excuses for her shortcomings. She was most verbose in her suggestions for improving the home economics program so
that student teachers would go into "student teaching with some
definite ideas of what it is all about." She gave freely of her
advice as to the type of guidance the supervising teacher should
give the student teacher. The one concern that she expressed was
for a grade of "C" in student teaching so that she would be
entitled to a teaching certificate, just in case "she needed to
teach someday." She commented that she "was depressed to see the
methods and kinds of situations which one will probably find in the
teaching profession." Teaching might be acceptable to those who
want to spend their time "eating, drinking, and sleeping it," but
as for her, she would seek some other type of work. She indicated
her lack of understanding of adolescents when she talked about
the pupils. She commented, "they were mean little brats who at
times were very noisy and paid no attention." She stated that her
chief concern was in subject matter rather than in pupils, since
she would probably marry and she had pursued the program in prepa-
ration for homemaking.

These student teachers in this negative group seemed to lack
a deep concern for the teen-ager, they gave evidence of immaturity,
and they were cognizant of only their own way of living.

Thus two-thirds (67 percent) of the student teachers in this
study appeared not to have changed markedly their attitude in
relation to the factors being studied following their student
teaching experience.
Respondents Who Appeared to Have Changed Attitude

The student teaching experience seemed to have brought about changes in the attitude of 15 or 33 percent of the respondents in this study. Fifteen of the 43 student teachers appeared to have changed to some extent their attitude toward teaching as a career and toward the adolescent. There was little evidence of change in openmindedness.

Respondents Who Appeared to Have Moved into the Positive Attitude Group

Six respondents as indicated in Table IV, who were classified as possessing an uncertain attitude prior to the student teaching experience, revealed during their interviews following this experience that the direct contact with teen-agers had been most stimulating. They further stated that having the opportunity to share experiences with another adult who was interested in how our youth grow and develop had kindled a flame of enthusiasm. In describing how contagious enthusiasm can be one respondent said, "It's so thrilling to share when a student, at long last, exclaims, 'Oh, I've done it! My zipper looks wonderful!' No one can fully understand or appreciate the trials and triumphs of a classroom unless she has been an active participant in the group." Later
in the interview, she interestingly stated that a student teacher can hardly find a person better than an enthusiastic supervising teacher to share the high moments of classroom living.

These six respondents revealed that pupil acceptance and rapport with the students and the supervising teacher had given them the confidence they needed. Some said that the supervising teacher had done much toward alleviating the problem of student control by showing in word and deed, from the first day, that she would never intentionally cause the student teacher to lose face with the students. The student teachers were also made to feel that they were not placed in a position of responsibility until the supervising teacher believed that they were fully ready to handle the situations successfully. The supervising teachers of these students, apparently were aware that readiness is important in every learning situation at any level, including student teachers potentiality for guiding a classroom with poise and efficiency. One respondent indicated her feeling when she said, "My supervising teacher helped me think through my lesson plans very carefully so that when I presented my lessons I felt quite certain I could do the job." At another time in her conversation she again referred to the guidance that the supervising teacher had given which gave her confidence that she was doing an "acceptable job." She concluded her comments by saying that this feeling that her supervising teacher seemed to give her had helped her over the hump many times.
Several of these respondents were certain now that they wanted to teach because they had developed the ability to express themselves with ease and with fluency. "I know of no other experience in my college career that has helped me get over this terrific stage fright when I stand in front of a group. This was the factor that made me anticipate the student teaching experience with dread and fear," commented one of the student teachers. As she talked about her student teaching experience she said, "I can't tell you what it has meant to me to be able to stand in front of a class and have words roll out of my mouth instead of having words completely leave me. I am so glad I have had this opportunity to prove to myself that I can be a teacher for I have always wanted to teach."

There were those student teachers who seemed to have taken on a more positive attitude toward teaching because their firsthand contact with the teaching situation had made them realize that often the rumors one hears about teaching are not valid. One respondent said several teachers to whom she had talked were apologetic concerning teaching as a personal career. Some of her observations had taken her into classrooms where she felt the teacher in charge was not teaching with real interest. These factors had tended to decrease this student teacher's personal enthusiasm for teaching as a career. The student teaching experience had proven to her that "there is no better means of establishing rapport with students in a new situation than by
utilizing a sense of humor." She believed that if a teacher is indifferent and hostile toward the students and their needs, students will be reluctant to participate." On the other hand, "if the teacher is enthusiastic in her efforts to guide her students, and sets an example of sincere service, her spirit will be caught by the students, and teaching will be a wonderful experience." These were the words one of the student teachers used to describe how the attitude of the teacher has much to do with the establishment of an attitude throughout the entire classroom.

"The one experience that clearly indicated to me that teaching was the career for me was the day I was left in complete charge of all the classes while my supervising teacher attended a meeting. It was such a feeling of accomplishment at the end of the day to recall all I had done, how smoothly all had gone, and most of all to have heard one of the students say 'She does as well as the real teacher'." Thus, for this particular girl, the ability to carry through the responsibilities of an entire day made her feel secure in her ability to teach.

Some respondents revealed that having the opportunity to visit the homes of the students had made teaching take on a new challenge. One respondent most expressively said, "I never dreamed there were people who still lived in homes with no modern facilities and in such crude environment. Just think of the opportunities that are ours as teachers to help these girls coming from such homes, become
happy and accepted students." She went on to say that a teacher must be very careful in her teaching so that she does not try to impose her standards on her students. She seemed to sense this very keenly. She said that in her high school home economics class and in some of her classes in her college home economics curriculum, she was made to feel that there 'was just one certain way of doing things." At times she questioned the possibility of becoming a home economics teacher for she "could not accept this point of view that there is just one certain way." She stated that she believed that a teacher can show an individual a method but that it was necessary also to indicate that there may be or are other ways of doing the same task. She indicated that it was the teacher's responsibility to help the students think through the advantages and disadvantages of the method used, in contrast with other possible methods. Student teaching had provided her with the occasions to use some of her own ideas and to practice her belief that a teacher must start with an understanding of the students as individuals who come from varied family backgrounds.

It would seem that those respondents, who prior to their student teaching experience were not quite sure about teaching as a professional choice, had had experiences during this period which gave them confidence, and which had challenged and stimulated them. They now had no doubt as to the satisfactions to be gained from teaching, nor about their ability to handle adolescents.
Respondent 40 was one of the students who seemed to possess a more positive attitude toward teaching after the off-campus experience than before. In the interview prior to student teaching she talked frankly but somewhat cautiously. She occasionally hesitated before expressing opinions or revealing convictions. She appeared to be enthusiastic about teaching but her doubts as to her ability to cope with the adolescent and her problems, at times overshadowed her zeal. Once during the interview she said, "It isn't that I don't know my subject matter for I feel pretty sure I do. It is this age group that perplexes me somewhat. What will I do if one gets 'sassy' with me?"

This student approached the second interview with a mature, serious manner. She talked with assurance and sincerity, and often with animation, as she commented about the students. As she told of her satisfying experiences with her group she said:

Those high school students are live wires! They are so eager to do things. Their enthusiasm when they discovered they had done a good job was wonderful. Those little freshman girls would get so excited.... Why did I ever have such fears about these students?.... I wish I had had some experience with the age group before I did my student teaching. I'm sure my experience would have been much richer for I would have come on the job with more feeling for them.

Perhaps the activity that "set the stage" for a "most satisfying experience" had been helping to decorate for a dance the first week-end she was in the community. She commented that the students just "took her in" and she seemed to have the same feeling about
The participation and enthusiasm of the students in class appeared to contribute toward making the student teaching period a most worthwhile experience. She commented on how well the girls had worked in the management unit in developing a most interesting activity—the designing, making and placing of dividers in the kitchen unit drawers. She said, "It was a thrill to watch those girls work. No two girls devised similar plans. They worked out their ideas and it was wonderful how well they thought through their planning." Her final comment suggests the meaningfulness of the total experience.

I never thought that in five weeks I could learn and experience so much. It is just hard to tell you how I feel. I only know I want to teach and that I can hardly wait to get into a classroom of my own.... I think I will find teaching a challenge for I have seen how you can help a student become a person.... It's like helping them to unfold their personality. Then, too, you are working with higher and finer values of civilization. What could be more satisfying?

Two respondents, who prior to student teaching seemed to have a negative attitude toward teaching and who appeared to lack self-confidence, gave evidence, in the interview following their experience in the teaching situation, of having grown in confidence and of having discovered that one of the joys of teaching is that a teacher, out of her maturer and wider life, is able to guide the youth of today. Each respondent, however, had varied experiences
which seemed to bring about this positive toward teaching as a career.

Respondent 12 was quiet, reserved and quite formal in her first interview. There was little evidence of animation. She stated she was not "really interested in teaching home economics for she had heard other students 'make fun of' girls in home economics." She said their comments made her also wonder what home economics had to offer. She had also indicated that she had some doubts about teaching. She had never worked with high school age students and she was not secure in her relationships with them. She revealed that she did not have "too many friends" and that she enjoyed "being by herself." She said that since she had been reared in a home where "respect and obedience were the rule" she was concerned about group control of teen-agers for they "seemed to be disrespectful." At times she questioned their moral standards. She said she was not looking forward to working with them. She was "frightened and quite worried" about the oncoming experience.

The change that took place in this student teacher was evident before she even began to speak a word in her interview after student teaching. Her eyes seemed to speak words of excitement and her smiling countenance revealed her happiness. Even though she was still reserved in her manner and seemed to hesitate to make judgments there was a warmth in her conversation not observed in the first interview. Her opening comment seemed to give evidence of her apparent sincerity and seriousness.
Why are comments made about home economics teachers? Home Economics does have a contribution to make to the personal development of the students. Because our classes are informal we have a grand opportunity to get closer to our students than in any other class. I've seen how you can help students overcome poor habits of grooming and rudeness in manners. Perhaps we need to let others know our contributions.

As she told of her experiences she made the following statements which may give some insight as to why she had earlier appeared to have a negative attitude toward teaching home economics. She said:

I feel it is good for the individual to know that she can do something and to receive recognition from her group even though it be no more than making a good cup of cocoa. I've seen how much it means to a student who isn't quite sure of herself in her group, to receive praise for a job well done. I never felt that I received such recognition in home economics.

She not only saw the place of home economics in the secondary school program and was aware of its importance, she also experienced a great deal of satisfaction working with the students. She said, "My classes were made-up of those girls who were keenly interested in home economics and others who were in the course only because they thought it would be easy. Some of the girls had a great deal of homemaking experience while others had little. It was a challenge to try to teach so that all of these differences would be adequately provided for." As she referred back to the students she had taught, she indicated that she felt she had met the challenge they presented in that she had seen in her pupils growth in
intellectual curiosity and willingness to learn. "They wanted to do other projects outside of class and they were very co-operative. They weren't discipline problems as I thought they would be. I believe if you are a good teacher you will foster the growth of individuals." Student teaching had apparently helped this student teacher become aware of the students as individuals with varied interests and backgrounds. The direct experience with teen-agers had also given her a glimpse into the possibilities of the place of homemaking in the secondary school and this had challenged her.

Twenty-two of the 43 student teachers at the termination of their off-campus experience appeared to be eagerly looking forward to teaching for teaching would be working with the delicate, growing intangibles of human minds and not working with mere material, the stuff of the production line.

Respondents Who Appeared to Have Moved into the Uncertain Group

Four respondents who were in the negative group prior to student teaching appeared to have moved up to a more positive position following their student teaching experience. They still, however, were not too enthusiastic about teaching.

Two factors were unanimously mentioned which may point to some evidence of why they still lacked enthusiasm for teaching.
These four student teachers felt that they had not had an adequate background for preparing and presenting lessons. They stated they had not had any experience in planning a unit or a lesson plan nor in presenting a lesson. They indicated that had this training been included in some of their education courses the student teaching experience would not have been so time consuming; that they might have had additional time to attend other activities so as to see their students in various situations. "I still am not sure I want to teach if it demands so much time," was the comment usually made in reference to the hours spent on class preparation.

All four seemed to feel that had the supervising teacher given them more guidance particularly in planning and checking plans, the experience would have been more gratifying. One commented that, "since I wasn't sure what the supervising teacher expected, I was lost at times as to what to plan and how to plan."

Even though these respondents appeared still to question the possibility of making teaching their career, most of them felt that as they looked at the total experience, it had been one in which they had grown in their understanding of the high school students and the problems they face. There was evidence that they also had become aware of the importance of understanding pupil interests in developing an effective program of education. These student teachers seemed to indicate that interests were not to be looked upon primarily as guides to learning but also as forms of experience through which the individual discovers and realizes the
resources of his nature. One respondent expressed her view as to the role of interests when she commented, that "as a teacher guides the student to develop those interests which are in keeping with his abilities, the student will acquire a wholesome idea of his own worth." Several emphasized the importance of the teacher's realization that pupil interests represent modes of life in which the students' emotional well-being and social relations are deeply involved. They sensed that it was imperative that a variety of opportunities be prodded so that the students develop interests in keeping with the levels of their abilities.

A deeper insight into youth interests and problems had been gained through activities outside the classroom. For some the home visits had provided the opportunity to see the girl in her home environment and to get a clearer conception of the relationships existing between the pupil and her family. A respondent in describing the value of a home visit which she had made said, "I soon saw why one of my girls said she hated homemaking. This girl had to do all the household chores plus prepare the evening meal for her mother and brother for the past three years. Her mother and father were separated and the mother was having to work to keep the family." Another student teacher told of the junior high school girl who would just sit in class and when questioned as to why she was idle she would comment, "I can't work in school."
Upon visiting the home, the student teacher discovered the mother was pregnant. She had had six previous miscarriages and this student, who was now the only child, was so desirous for the birth of this child and so concerned about her mother that she was preoccupied with thoughts of herself, the new child and the mother. The home visits helped these student teachers project themselves into situations and revealed to them that the whole individual is always reacting in the whole situation and that any form of behavior takes place in relation to the total situation.

The teaching situation and class size appeared to be factors which gave one respondent confidence in her ability to teach. She commented that having been assigned to a rural community and to a high school in which class enrollment was small "was the best thing that could have happened to me." She said she had not wanted to teach when she began her student teaching because she was "terribly insecure" and that when she is not sure in her own thinking she tends to hesitate and withdraw. She stated that it was easier for her to get a hold on herself in student teaching for she had small classes and it was not difficult to learn to know the students. If she had been placed in an urban school with large classes she would have been overwhelmed with the situation and the "frustrating feeling of insecurity would have made the experience a most unhappy one."
In this rural community she had had the opportunity to work with the adults in an adult class, she had become familiar with business leaders by soliciting their co-operation for school projects, and she had had the opportunity to meet informally with the parents one night a week at "volley ball night" which was held in the high school gymnasium. She enthusiastically injected at the conclusion of her interview that the activities with these rural people had made her want to be a teacher.

The experience of teaching boys seemed to have given a student who had dreaded the student teaching experience because of the "discipline problems this high school age group presents" a sincere desire to teach. She said that it was "wonderful to have the boys for an entire week." She said that contrary to what she had heard and what she had believed "boys were not discipline problems. Nor were they smart-alecks, but were enthusiastic, interested, and most co-operative." She commented further that they seemed to do things "quicker and easier than girls." The one factor that had given her much satisfaction was that "boys were not afraid to ask questions. They wanted to know why and they did not stop asking questions until they had a satisfactory answer." "I hope I'll have both boys and girls in my classes when I teach, for boys add so much to your class and they seem to think more deeply than girls."
Thus varied activities outside of the classroom, the teaching situation, and teaching experiences with adults and boys appeared to be factors which brought increased interest in teaching these student teachers who had entered into this experience with a negative feeling toward teaching as a career.

Respondent 39 was a typical representative of those student teachers who experienced satisfactions in student teaching. This resulted in her looking at teaching as a career with a more favorable attitude than the negative attitude she possessed when she entered the student teaching experience.

She exhibited an immature, indifferent attitude during the interview prior to the student teaching experience. She was ill-at-ease and at times experienced difficulty in expressing herself fluently. When she related details of her own community, however, she was more at ease. She indicated that she did not want to teach for she was sure "the students would not listen to her." She had taught a Sunday School class of high school age people and had had much difficulty in getting them to be attentive. Then, there were those whom she knew who were teachers who did not seem happy and who had discouraged her about entering the teaching profession. Several times she indicated that she was not sure she "knew enough to teach." If she were to teach, she wanted to teach in a rural non-vocational school. "In a rural school there are less discipline problems." She preferred non-vocational home economics since she was not sure of the value of home visits and home projects.
She appeared to accept the high school pupils in a matter-of-fact manner, neither expressing like nor dislike for them. Student teaching was just "getting off an assignment." She admitted that she had taken the teaching curriculum because of its breadth in preparation for homemaking and as a security measure if she ever wanted employment.

She approached the interview following the student teaching period with much more animation and enthusiasm and she seemed to want to talk about her student teaching experiences. She stated that in spite of her feelings "of not going to enjoy student teaching" she had enjoyed it more than any other experience of her college work. She still was not certain about her ability to teach, having experienced much difficulty in planning units and daily lessons. She had found planning difficulty, not knowing what to include nor how to go about setting up learning experiences. "My supervising teacher was somewhat ambiguous in her explanations and this kept me in a state of confusion."

She was most enthusiastic as she related her experiences with the students. She said she liked being with them for they seemed to co-operate and at no time had she had a discipline problem. She commented that at first she had difficulty to think in terms of pupils' needs but that as she knew them better she understood them more and could see some of their problems. Her most gratifying experience had been their acceptance of her. She commented that she had not realized how "intriguing" it was to work with the teen-agers.
Such activities as FHA County Rally, FHA and FFA banquets, church attendance, and the responsibility of the study hall and library had given this respondent the opportunity to learn to know her students better. She had been able to work with other students in the high school. She said very proudly that several boys with whom she had worked in the school library commented that they were sorry to see her leave since she was the first student teacher they had had this year who would take time to talk to other students. They had also told her they had enjoyed her friendliness and her interest in them.

Since the community in which she taught was rural, student teachers were quickly spotted by the townspeople. This respondent stated that the first day she walked into the post office she was most cordially greeted and referred to as the "new student teacher." "I was happy to feel that the community thought of us as teachers and not as students.... It is a good feeling to be called Miss___." It was interesting to note, also, that community cordiality on the last day of the student teaching experience added to her satisfaction of being in this community. On the day she left the postmaster, noting that she would be leaving the school that day, again wished her success. And, as she said, "I didn't even know he knew we were to leave on that day."

The findings from the interview data have revealed that over one-fourth (26 percent) of the 143 respondents in this study seemed to have an uncertain attitude toward teaching and toward teen-agers
following their off-campus training.

Respondents Who Appeared to Have Moved Into the Negative Group

Three student teachers, who prior to their student teaching experience seemed to be enthusiastic, confident, and open-minded, indicated that the experience had been one of extreme emotional tension. (Table IV) The positive attitude with which they had entered student teaching seemed to have changed to a somewhat negative attitude. Teaching, they stated, definitely was not their professional choice. It had been a period of "pressure, frustration, anxiety, and sleepless nights." Because of this unhappy experience they were in such an emotional state that it was most difficult to keep the tears from flowing.

These respondents were in agreement that the entire experience had been most dissatisfying. They revealed that they had had difficulty in planning and presenting lessons and that the students had not been co-operative. As one respondent stated, "Nothing seemed to get their interest, for they just did not want to work." They also indicated that "the supervising teacher expected too much and yet she did not seem to be able to suggest how to improve what we were doing."

Two of the student teachers expressed dissatisfaction over their living arrangements. They stated it was unfair to put two
strange girls with different backgrounds in the same room and expect them to share the same bed. One respondent, said, "It was bad enough having to adjust to another person whom you did not know, let alone having to sleep with her.

These same two respondents were not pleased with their placement in a rural teaching center. They indicated that they had lived in an urban area and if they were to teach they would prefer a school in a city. "I could not take the small town life and the restrictions imposed by the community. There were not activities for young people— not even a movie to attend. Smoking was frowned upon so I did not even feel free to smoke." This student went on to say that she had asked to be placed in an urban school and it is possible that her negative reaction came from this failure to be where, as she put it, she would have been able "to live a normal life."

One of these three student teachers indicated that since she had so satisfactorily completed other courses in the home economics curriculum, student teaching would be a most gratifying experience, providing an opportunity to put into practice all she had learned. Student teaching, however, was not like the other courses she had taken. It seemed to her that she "just worked, worked, and still worked but never accomplished the things she planned." She said, "I just hated planning lessons. Every plan required hours of work. I never had any difficulty doing my assignments but for some reason
I had no lesson plan ideas. Every time I started to work on a plan I would get so tense I would cry. I never will teach if I have to plan lessons." These comments seemed to suggest that this student teacher lacked self-direction. A concern about the grade she would receive in student teaching seemed to be primary in her thinking.

She also seemed to have the feeling that if she were permitted to do "the things she wanted to do she could do a satisfactory teaching job." She commented, "this idea of having to have everything checked and of having to know the reasons for each idea you had was much too much." She questioned why she was not free to plan as she wished since "in a real teaching situation" she would be on her own without supervision. She said, "Wouldn't it be wise for me to try out some of these plans I have before I do actual teaching?" This student teacher revealed she was "pressured by the supervising teacher to follow the supervising teacher's usual plan of teaching."

This student teacher seemed to feel that the students did not accept her because she was not "as attractive" as the other student teacher with whom she taught." She commented that "good looks usually get you through most situations." "The other student teacher," she said, "could get things done in an interesting way because the students went for her in a big way. In my case it was different. I wasn't smart looking and they wouldn't accept me." She again compared herself with the other student teacher
when she remarked that "on campus" this student teacher did not
demonstrate too much ability since she was "only a 2.5 student."
It was rather alarming to see how emotional this respondent
became during the interview. Between hysterical sobs she stated
that the students did not like her, the supervising teacher just	
tolerated her. "Four years I have dreamed of teaching and now
I see I don't have the ability to teach. I have always wanted to
teach for I feel there is so much a teacher can do to help high
school students. But I'm not going to teach. Student teaching
has made a nervous wreck out of me. What is there for me to do?
Do you think I would be able to do extension work? I wanted so
badly to teach."

Respondent 2 approached her interview prior to student
teaching in a sincere, interested manner. Her eyes twinkled and
she had a warm smile. At times she seemed to deliberate a moment
or two before giving a straight-forward opinion. She appeared to
have a deep concern for the adolescent and she seemed to possess
a professional interest. She indicated that she planned graduate
study in home economics education in the next two or three years.
She was reared in an urban community and it was her desire to
teach in an urban high school. From her observations in city
schools she had gained the impression that home economics was
being taught only as "cooking and sewing." She said, "I would
like to teach in a city high school and show some of these
superintendents that home economics deals with all areas of living."
I'd like to see home economics become a course that can be offered to both boys and girls.

As she walked into the room for the interview following the student teaching experience her physical appearance revealed the strain of the past five and one-half weeks. As soon as she seated herself she said she hoped she would be able to get through the interview without revealing the emotional state. In a very short time, however, there were tears. She indicated that she had lost eight pounds during the student teaching period. Her most frequent comment was that she had spent hours working on plans that she thought would motivate her students but that she had been unable to interest them. One of her problems, as she saw it, was her inability to present the material on a high school level. She said it was difficult to think in terms of the high school student's ability to see problems and to solve them. Since she had only been taught by the lecture method in college she apparently had attempted to use this technique in her teaching. She revealed that presenting a demonstration lesson caused her to become very self-conscious and that toward the end of the student teaching experience just the thought of having to do a demonstration "completely terrified" her.

There were several times during the interview when she interrupted herself to say, "If I hadn't expected so much of myself." She finally conveyed the thought that she had entered into the experience with a spirit of zeal, confidence and desire to do
a most acceptable job. She said, "I felt I could do it. I was all prepared to exert myself to the utmost to make this a most profitable and worthwhile experience. I wanted to teach and I wanted to get everything out of student teaching that would be of value to me as I wanted to be prepared for a teaching position."

There were other factors which appeared to have influenced her attitude. During the period, she lived alone in a rural community where there were no activities for young people in which she could participate. Her life became monotonous. "I would go to school at 8 a.m. and be in the classroom until 5 p.m. Then I would go home and eat with the family where I roomed and then up to my room for the rest of the evening." She further stated that it required the evening hours for class preparation for one class. She was concerned as to where one would get additional hours if she were teaching a full day's schedule. Evidently this student teacher had been able to complete other course assignments with relative ease. In student teaching she was having to be creative and to think through problems. The realization of her inability to be self-directive apparently was a factor underlying her emotional state.

Her supervising teacher, as she stated, was an excellent teacher, but at times she forgot that the student teacher was learning. She said she never felt that what she had done was measure up to the standards of her supervising teacher. Her comment was, "Because the supervising teacher did such an
effective job I always felt so inferior."

She became more relaxed toward the close of the interview and revealed that her first week in the classroom situation had "dealt the cutting blow." She was to teach a unit of study in which she felt most inadequate. She had gone to her college materials and had tried to plan her lesson, using her college outline as a guide. Her supervising teacher, she commented, tore the lesson apart but the supervising teacher did not give her the hoped-for assistance. The student teacher attempted to introduce the unit as she had planned it and her class was "awful." The students were not interested in the new unit and they had indicated to her quite verbally that it wasn't "what they wanted to do." She said, "From that very moment on, the confidence I had was gone and I have never been able to get back that feeling."

Before she left the interview she seemed to have found some worthwhile experiences as she verbalized about the total experience. Her final comment was, "Perhaps I should have talked all of this out with my supervising teacher instead of having kept it to myself and let it all build-up inside of me. I feel so much better now that you have allowed me to talk over the whole thing."

This was a student teacher who had excelled academically but who had never been in a situation where her resourcefulness had been put to a test. She apparently was not mature enough to discuss her problems and limitations with those who might have been able to guide her.
Summary

Over two-thirds (67 percent) of the 43 respondents in this study appeared to remain in the same attitude group following the student teaching experience in which they were classified prior to this training period.

Fourteen of the 17 respondents who possessed a positive attitude in the first interview, indicated that the student teaching experience had been a most profitable opportunity to learn to understand the high school age student. They also found teaching to be challenging as they were able to see in such a short period of time growth in some of their students. Student teaching had provided them with those activities in the classroom and outside the school which had helped them to gain a broader point of view of the worth of the individual. They were able to see patterns of living which were different from theirs. It was of interest to note that all of these respondents commented that this had been the "most satisfying experience" they had had in all of their college career. They were able to put "into practice" all these "theories" which they had learned. Teaching for them was "exciting" for they were dealing with "live subjects."

Seven of the 13 respondents who were categorized as having an uncertain attitude prior to student teaching, appeared not to have changed their attitude. Although they indicated they had become more aware of students as individuals they were not
zealous to teach. Teaching would be time-consuming and there would not be time for "personal living."

Of the thirteen respondents who appeared to have a negative attitude toward teaching prior to student teaching, seven gave the impression that the experience had reinforced their belief that teaching was not their professional choice. The fact that one respondent was married and there were others who were contemplating marriage may indicate why they were not enthusiastic to teach. Apparently the home economics education curriculum had been pursued in order to prepare for homemaking.

Fifteen or nearly one-third of the 15 student teachers, however, seemed to give evidence that student teaching may bring about change in attitude toward teaching and toward the high school student.

Six of the 15 respondents who appeared to have changed their attitude toward teaching, moved from the uncertain group to the positive group following this training period. They were confident now that they wanted to teach. The classroom had provided them with "thrilling moments." The enthusiasm and drive which the high school student possessed stimulated them. Their supervising teacher had contributed much toward their achieving those satisfactions which had made the experience one which had brought out "the very best" they had.

Two of the students who had entered the student teaching experience with a somewhat negative attitude, were more positive
in their attitude after their training. They had discovered that teaching was "exciting and challenging" and not drudgery and hard work." This experience had given them the opportunity to see for themselves their capabilities. They were also able to try out their own ideas and to learn how effective their program was. Student teaching had developed in them an awareness of the individual, his background, and his place in the group.

Thus, 22 of the 43 respondents appeared to have a positive attitude toward teaching after student teaching, as compared with 17 in that group prior to experience.

There were four respondents who moved from the negative group into the uncertain classification following the off-campus experience. These respondents seemed to lack enthusiasm for teaching. Their inability to manage time so as to be able to do those things which contribute toward personal growth, and the lack of adequate guidance from the supervising teacher seemed to be the factors which had made them come away from the teaching experience questioning their professional choice. On the positive side, however, this group appeared to have developed a deep understanding of the student and her interests. Those activities which had taken them into the homes of their students seemed to have contributed much toward their seeing the relationships which exist between the student and her family.
The interviews following the student teaching experience revealed that 11 respondents instead of 13, as indicated in the interviews earlier possessed an uncertain attitude toward teaching.

Three student teachers who appeared to have a positive attitude prior to student teaching, stated that the experience had been one which was most dissatisfying. In the later interviews there was evidence of a negative feeling toward teaching. Enthusiasm was gone and the confidence necessary for successful teaching no longer was apparent. In two cases the respondents were quite tearful as they described their experiences. Several factors seemed to have contributed toward their change in attitude. There was some evidence that inability to plan in terms of students' interests, lack of self-direction, immaturity, poor rapport with students and with the supervising teacher, and inadequate subject matter preparation, were all causes in one way or another.

Only 10 of the respondents interviewed in this study appeared to have a negative attitude following the student teaching experience while 13 had been so classified prior to this experience.

This phase of the study indicates that the student teaching experience may bring about changes in the attitudes of student teachers. Here, again, there is support for the first hypothesis, since one-third or 33 percent of the respondents seemed to have changed their attitudes. There is also some evidence which supports the second hypothesis as there were those students who indicated factors which seemed to influence their attitudes.
What other factors may have influenced change in attitudes? Are there any factors in the background data common to students in each group? What student teaching experiences tended to give the respondents a positive, uncertain or negative feeling toward teaching and toward high school students? The following chapter presents data relative to these questions.
CHAPTER V

FACTORS WHICH MAY INFLUENCE READINESS FOR TEACHING

What background factors prior to student teaching seem to differentiate those student teachers in the positive group from those who appeared to possess a somewhat negative attitude toward teaching? What factors in student teaching appear to indicate that a relationship exists between certain experiences in student teaching and change in attitude toward teaching? These two questions provided the basis for that part of the study presented in this chapter.

Comparison of Positive and Negative Groups as to Background Factors Prior to Student Teaching

Some differences in home background, academic ability, participation in school and community activities and experiences with adolescents are revealed in these two attitude groups. Although some of the differences may appear to be insignificant in themselves, they may point, in the total picture, to those factors which contribute toward teaching readiness.
Factors in Home Background Which May Influence Teaching Readiness

A tabulation of the data as to the background of the respondents indicated that place of residence and parental education may be possible factors influencing teaching readiness. As shown in Table V, 41 percent of the respondents in the positive group were from urban communities and 35 percent were from farm communities.

In the negative group there was an opposite distribution of student teachers. Fifty-three percent of the 13 respondents in the group were from farm communities. Twenty-three percent of the negative group came from urban areas.

The respondents in the uncertain group were rather evenly divided between farm and urban communities. Forty-six percent of the group were from farm areas, and 39 percent from urban communities.

Parental education may be a possible factor in teaching readiness since 53 percent of the student teachers in the positive group came from homes in which either one or both parents had had at least two years of college training. Eight of the 17 respondents in the positive attitude category indicated that their mothers had had at least two years of college training. Two
TABLE V

DISTRIBUTION OF RESPONDENTS IN EACH ATTITUDE GROUP PRIOR TO STUDENT TEACHING. N=13

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TABLE V (Continued)

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*Key for Cumulative Point Hour Ratio

1.0 = D
2.0 = C
3.0 = B
4.0 = A
reported that the father was in the teaching profession. It may be that the zeal and interest of the ten parents who were in the teaching profession might have influenced, in some cases, the student's attitude toward teaching. One respondent indicated that because she had heard teaching problems and satisfactions discussed in the home she had a more secure feeling about the total teaching situation. Some of the other occupations in which the fathers' were engaged were probate judge, lawyer, broker, kiln setter, machinist, licensed fireman and farmer.

A very low percentage of the respondents' parents in the negative group had had at least two years of college training. In one case the father was a teacher; in another the mother was a secretary; and in the third situation the father was a farmer and the mother a teacher. The type of occupations in which the fathers were employed were somewhat different from those in the positive group. Seven fathers were farmers and the others were truckers, a merchant, a teacher and a meat cutter.

The type of community in which the respondents were reared does seem to point to a possible factor since seven of the 17 student teachers in the positive group came from urban areas while seven of the 13 respondents who possessed a negative attitude toward teaching, came from farm communities. Parental education may be another factor for parents of those respondents in the positive group had had a broader educational background than the parents of those respondents in the negative classifications.
Factors in High School Background Which May Influence Readiness

Academic ability, participation in school and community functions and home economics training while in high school appeared to be factors which influenced the attitude of the respondents toward teaching and toward adolescents.

The 17 respondents who seemed to possess a positive attitude toward teaching and toward teen-agers prior to student teaching were scholastic leaders in high school. Sixty-five percent of the 17 student teachers had ranked in the upper-third of their high school graduating class which ranged in size from 13 to 250 members. Seven of this group of 11 student teachers, who were in the upper-third of their class, had been valedictorians; two had been class salutatorians. These nine had also been members of the National Honor Society. (See Table V)

In the negative group there were respondents with very high and low academic ratings. Sixty-nine percent of the 13 respondents in the negative classification ranked in the upper-third of their classes which ranged in size from 12 to 45 members. Four respondents in this group were class valedictorians, and one was salutatorian. Three student teachers in the negative group were members of the National Honor Society.
Although 69 percent of the 13 respondents in the uncertain attitude group were in the upper-third of their graduating class, which ranged in size from 13 to 536 members, only one was class valedictorian. She came from a small high school. There were 45 members in her graduating class. Three of the respondents in the uncertain group had been members of the National Honor Society.

Breadth of participation in high school activities seemed to have been another factor in teacher attitude. Practically all student teachers who seemed to have a positive attitude had held several positions of leadership with their peers at the high school level and had participated in varied school functions. One respondent's high school participation record revealed her leadership qualities and her acceptance by peer groups. Her record was typical of most of the respondents in the positive group. She had been a cheerleader in a small high school which usually denotes acceptance by the peer group. She had been president of her high school class for two years which also may suggest acceptance by her peers and which may indicate leadership ability. She had been chosen by her group as the person who would most likely succeed in life. This recognition by her group tends to indicate also group acceptance. She was a member of the Future Teachers of America, Future Homemakers of America and a local church youth group.

In the negative group, two respondents had been high school officers and one had been a high school cheerleader. There was one student teacher who had been a member of Future Teachers of
America, five had been members of Future Homemakers of America, and five had been 4-H club members. Most significant was the absence of a varied list of activities by any one respondent.

There was some variation in the attitude groups as to high school home economics training. In the positive group, only six of the 17 respondents had not had either general or vocational home economics training in high school. Over half of those, who had had high school home economics, had been in a vocational home economics program. All but four respondents in the negative classification had had high school home economics. Six of the 13 students in this group had been in vocational programs. There were more respondents in the negative group who had had high school home economics and vocational home economics training than in the positive and uncertain groups. (See Table V)

It would seem that academic competency, participation in school and communities activities, and acceptance by peer groups while in high school may have been possible factors in the teaching readiness of those respondents who possessed a positive attitude toward teaching and toward adolescents.

Factors in College Background Which May Influence Teaching Readiness

Scholastic ability, campus and community participation and experience with adolescents were factors which seemed to influence
the attitude of student teachers toward teaching and toward teenagers.

College records showed that 94 percent of the respondents who had a positive attitude had a cumulative point hour ratio, at the end of the junior year, between 2.50 and 3.49. (See Table V) It was of interest to note that those seven respondents who were high school valedictorians had maintained the highest cumulative grade point ratio in their group. The ratio range for these seven respondents was from 3.13 to 3.49. Only six percent of the respondents in the positive group had maintained a grade point ratio between 2.00 and 2.49.

The cumulative grade point ratio for the negative group ranged from the lowest ratio, 2.10, to the highest ratio attained by respondents in this study, 3.78. Seventy-eight percent of the students in the negative group had maintained a grade point ratio between 2.50 and 3.49. Fifteen percent of the student teachers in this group had a grade point ratio between 2.00 and 2.49. The grade point ratio range for the uncertain group was from 2.11 to 3.27 as compared with 2.41 to 3.50 for the positive group. Ninety-two percent of the respondents in the uncertain classification had a grade point ratio between 2.50 and 3.49.

Evidence of difference in academic leadership can be attested further by the fact that 11 of the 17 respondents in the positive group were members of at least one college honorary. There were
five student teachers in this group who were members of three honoraries. Two of the honoraries to which they belonged were home economics honor fraternities. The third honorary was one in which membership is based not only on class academic standing but also on outstanding class leadership. These student teachers who were leaders in their class and in home economics were members in such organizations as Mirror, Chimes, and Mortar Board. There were two students in the negative group who were members of honoraries and these were home economics fraternities. In the uncertain group four respondents had been selected for membership to a home economics honorary and two other members of this group were members of other campus honoraries.

Experiences with adolescent groups seemed to have been a factor which helped student teachers gain confidence necessary to work with teen-agers. Enthusiasm for teaching and acceptance of those who come from varied backgrounds may have resulted from varied contacts with adolescents. Two-thirds (65 percent) of the respondents in the positive category had experience with organized groups of adolescents which included 4H club leadership, association with camp programs, and teaching Sunday School classes. In college most of this group had been officers of the Home Economics Club, Phi Upsilon Omicron, Omicron Nu, 4H Club or a social sorority. Two respondents were representatives to the Farm Bureau Council and three were representatives to the University Student Senate.
Two-thirds (69 percent) of the 13 respondents in the negative group stated they had not had experience working with teen-agers in any organized adolescent group. Their lack of interest in teaching high school students and their inadequate knowledge of teen-age problems may be attributed to this factor. Thirty-nine percent of the respondents in the uncertain group had had experiences with adolescent groups such as 4-H Camp advisor, and teaching a Sunday School class.

Participation in college activities seemed to be another factor which may have influenced the attitude of the student teachers in this study. There was only one respondent in the positive group whose participation in college activities was limited to one. Most of the group listed at least four activities in which they were actively participating. One respondent had checked eight college activities which indicated her breadth of experiences with organized peer groups. She was a member and an officer of Home Economics Club, 4-H Club, and Farm Bureau Council. She was also a member of Women Students' Governing Association, a social sorority, University Student Senate, church club and Panhellenic.

Lack of participation in college activities was quite evident in the negative group. Four of the 13 respondents indicated they had not participated in any activities during their three years in college. Nine respondents in this group were members of the Home Economics Club, four belonged to a social sorority and six were affiliated with the 4-H Club.
The respondents in the uncertain group again appeared to be the middle individual for their participation in college activities was not as broad as those respondents in the positive group, and yet not as limited as those student teachers in the negative group. Two in the uncertain group stated that they were not members of any campus organization. Five participated in two activities such as Home Economics Club, 4H Club, Grange, or Farm Bureau Council. These organizations would seem to be natural choices for this group as six of the 13 respondents in the uncertain classification came from farm areas. It does reveal, however, a limitation in the type of experiences they have had. There were two in this group who were participating in seven campus organizations which included those activities which would give breadth to their contacts with varied student groups.

It would seem that those who have indicated a readiness for teaching not only have the ability to excel academically but also seem to possess leadership qualities. Their experiences both in school and in the community had provided them with the opportunities to work with adolescent groups. This may, in part, indicate why those in the positive group seemed to possess the confidence necessary to work with high school students. Their participation in college activities may have deepened their appreciation of the premises of American liberty in that they had become aware that one of their responsibilities as a citizen is to give direct,
unselfish service to family, school, community and nation.
Participation may have strengthened self-confidence for it may have drawn the individual into planning and decision-making; it may have served a need that is real to the student; and it may have engaged the individual in informing, influencing, or serving others.

Varied contacts with adolescents may have kindled that spark of enthusiasm for teaching which the respondents in the positive group seemed to possess. Enthusiasm, it would seem, is acquired from those life experiences of positive emotional values. A respondent in the positive group, after relating her experiences as a supervisor of a city playground, commented that she was eager to teach for she had seen how important it is that those who work with adolescents have the ability not only to recognize the individuality of each individual but also to interpret that individuality to the individual himself. "It is in this way," she said, "that growth becomes mature." She stated that it was of utmost importance that the individual be able to see his own abilities, interests, and peculiarities as they really are. In her case, the direct association with teen-agers had created a deep concern for the adolescent and this had provided a challenge for her as she looked forward to teaching.

Direct contact with varied groups of adolescents had helped those students teacher who had a positive attitude to understand
and to accept other individuals. There were those who had not had, prior to their college entrance, the experience of working with Negroes, Jewish people, students from foreign countries, or students of a different religious faith. They commented that working with students from varied backgrounds had helped them to develop a more tolerant attitude toward those whose way of life is different from theirs.

Place of residence, parental education, academic ability, participation in school and community activities, and experiences with adolescent groups have been possible factors in the teaching readiness of the 17 respondents in the positive group.

Summary

Those factors which may have influenced the aspects of readiness for teaching being studied, appeared to be type of community in which respondents were reared, parental education, intellectual ability, previous experience with that age group with whom they will do student teaching, and participation in activities which develop leadership qualities and demonstrate social acceptance.

As shown in Table V, 41 percent of those respondents in the positive group were from urban communities and 35 percent from farm areas. These student teachers came from homes where either one or both parents had had college training. The 17 respondents in
this group had ranked high scholastically in high school and in college as indicated by their high school record and by their cumulative grade point ratio in college. They had maintained the highest cumulative ratio of those respondents in the study.

Not only were they leaders academically but they also seemed to possess leadership qualities and to be socially accepted by their peer groups. In high school their acceptance by peers was made evident by their selection to leadership positions. They also had been selected for responsible positions in campus organizations.

The varied experiences they had had with organized adolescent groups apparently had given them insight into adolescent behavior and problems. They appeared to be quite confident in their ability to meet the challenge of this age group.

A predominantly rural group of respondents seemed to possess a somewhat negative attitude toward teaching. The educational background of the parents of these respondents was not as broad as was that of the parents of the students in the other groups. College records showed that a majority of the respondents in the negative group had the lowest cumulative grade point ratio of the students in the study. It was of interest to note, however, that there was one in this group who was highly competent academically. There was little evidence that the respondents in the negative group had had varied experiences working with adolescent groups. Their participation with other groups was also limited. This group did
not appear to possess those qualities of leadership or those qualities which make for peer group acceptance.

Those respondents who appeared to be in the uncertain grouping were more or less the middle individual. These students seemed to be almost evenly divided as to those who lived in farm communities and those who were from urban communities. Scholastically they had a lower rank in college than the positive group, but a higher rank than those in the negative group. These students had not participated in as many nor as varied activities as had the respondents in the positive group. Neither did they indicate as many experiences with high school age groups as did the more positive group.

It would seem, then, that the factors which may indicate readiness are place of residence, parent education, size of high school attended, intellectual ability, range of experiences with adolescents, varied kinds of participation related to specific democratic values, and participation which includes experience in working with peers.

Factors in the Student Teaching Experience Which May Influence Attitude Toward Teaching

In this study, student teaching was regarded as the culminating responsibility of an organized sequence of professional experiences in school and community situations. It was stated in the early
part of the report that the major purposes of student teaching were
to help the prospective teacher develop an understanding of youth,
to help the student teacher become effective in guiding learning
experiences, and to help her become a well-rounded, effective
professional worker. These goals may only be achieved by the
constant and co-operative guidance by all who contribute to
teacher education. Student teaching should acquaint the student
with all of the major responsibilities of a teacher in the class­
room, the school, and the community. Democratic practices should
be exemplified in every aspect of student teaching. Student
teaching should seek to produce a beginning teacher who is a student
of learning and of education, and not merely a practitioner of peda­
gogical techniques.

The respondents in this study gave evidence that they had
given serious thought to their experiences as student teachers in
public secondary schools. For a majority of the respondents four
factors, which are closely allied to the major purposes of student
teaching as set forth in this study, seemed to have influenced
their attitude toward teaching. These factors are: pre-student
teaching experiences, selection and assignment of student teachers,
the nature of the student teaching experience and guidance given
to them during the experience.
Factors Which Tend To Give Positive Attitude

It is clear that pre-student teaching experiences had kindled the enthusiasm of those who had positive attitudes for teaching, and these experiences had challenged them to want to "start teaching in a classroom of their own immediately," and gave background which developed leadership.

Two-thirds (63 percent) of the respondents in this group identified the September Field Experience as providing them "a glimpse into the thrills and problems of teaching." Observations of teaching in various types of school was another experience mentioned by most of the group as contributing toward their belief that teaching was the profession for them. Other preparatory experiences with adolescent groups included summer camp work, church work, and playground activities.

The school administration, staff and the community in which the teaching center was located was the second factor referred to by most of the student teachers in this positive group. One respondent said that the superintendent of the school had walked into her class and that his suggestion on the presentation of a lesson had made that day's lesson the best one she had taught during her student teaching period. She noted further that she felt free to go into his office and talk over her lesson plans and that he was not only interested but, also, was most helpful in guiding her thinking.
Acceptance by the staff in the school in which these respondents taught seemed to add to the "excitement of teaching." They appeared to enjoy the role of a teacher. One of the student teachers stated that she "liked being called Miss _____" and that it made her feel "real good" when she was referred to as Miss _____, who is teaching in the home economics department."

Most of the respondents in this group stated that the community "welcomed them wholeheartedly." They also indicated that the business people seemed to recognize them quickly and "they even seemed to know the day I was leaving." Many of the student teachers remarked about the fine co-operation and interest of the business people in the community. One respondent most expressively said, "There just wasn't enough some of these businessmen could do for us. They gave us materials, showed us how to use the material effectively, and then asked us to bring our classes down to their place of business." When she concluded her comments on the field trip experience to one of the stores she said, "After all this, he treated the entire class to 'Cokes'!"

The third factor which seemed to have contributed toward the growth and development of self-confidence in these respondents was the opportunity to engage in various duties which comprise the role of the teacher in a modern educational program. "Our teaching went beyond the classroom," was a comment frequently made.
Learning to use different teaching procedures seemed to have motivated these student teachers. They indicated that learning how to use unit planning techniques instead of the conventional recitation procedures had been a "satisfying achievement." Many had used audio-visual materials and about one-third had arranged for field trips with their students. For some, such teaching procedures as committee work, panel discussions, and directed study had been added a new spark to their enthusiasm for teaching.

Their responsibility in extra-curricular activities such as supervising study halls, school lunch, assisting with Future Homemakers of America programs, helping with school dances and banquets had been experiences which had broadened their contacts with students and staff.

This group seemed to have had varied experiences with professional activities such as attending local and county professional meetings, making home visits, working with grade school teachers, and meeting parents at Parent Teacher Association meetings. Thus, this group appeared to have had a rather broad program for acquainting the student teacher with the school and community. These varied experiences seemed to have given these respondents in the positive group a feeling for the teaching profession which they found to be "exciting and stimulating."
The student teachers in this group almost unanimously revealed that one of the most important factors in this "tremendously satisfying experience" was the constant guidance and kind encouragement of the supervising teacher and the college supervisor. These respondents indicated that the guidance they received was given in a spirit of understanding. They stated that when criticisms were given they did not feel that they were being criticized. Criticism was of method and not of the individual. Most of these respondents had the feeling that the class was theirs and that they were free, within limitations, to try out their own ideas.

It would seem, then, that previous experiences with adolescents either in a classroom situation or in an organized group, the acceptance of the student teacher by the staff and the community in the teaching center, broad contacts with teaching experiences, and positive guidance and encouragement from supervising teachers were factors which influenced the attitude of the respondents in the positive group.

**Factors Which Tend to Give an Uncertain Attitude**

Four respondents, who prior to student teaching were certain teaching was not their professional choice, indicated a somewhat more positive attitude in the second interview toward teaching. Even though they appeared to be still lacking in confidence, an interest and zeal in teaching was evident following student teaching.
Seven of the 13 students who were uncertain prior to student teaching still remained in this group following this training period.

Five of these 11 respondents had had September Field Experience. There were several who indicated that this direct experience had not been a profitable one. They seemed to sense that the teacher in charge was not enthusiastic about their being there. There were apparently occasions when group control was a major problem for three of these respondents were concerned with coping effectively with adolescent behavior.

Even though two-thirds of this group had spent some time observing high school home economics classes, they revealed that this experience had caused them to question further their ability to work with the high school student. Again they indicated insecurity as to maintaining group control.

Six of the students in this group had worked with teen-agers in church work and in summer camps. They said that these experiences had helped them to understand this age group. They, also, were concerned about their ability to work with adolescents. As they indicated, their experiences with teen-agers had been in a less formal situation than in teaching. Then, too, they had worked with smaller groups who, for the most part, were in these particular situations because they wanted to be.

The one factor which was most frequently mentioned by the respondents in this group was the location of their teaching center
and the type of students with whom they worked. For some,
living in a rural community for the first time in their lives,
was an exciting experience. As several indicated, they saw that
rural people "know how to live," too. The interest, willingness
and co-operative spirit of the students seemed to have challenged
most of these student teachers. The way in which the community
had accepted them seemed to have given this group some insight into
the role of the teacher as a citizen of the community. Some of
the respondents were most enthusiastic about the "family night"
program which was held once a week in the high school gymnasium.
This type of community function had given them an opportunity to
learn to know parents and to see their students in a different
setting other than the classroom.

Another factor which seemed to have positively influenced the
attitude of the respondents in this group was the content of the
student teaching experience. Those respondents who had had varied
contacts with the school and community seemed to be looking toward
teaching with more zeal than those whose school and community
participation had been limited. The one experience mentioned
unanimously by the six respondents who had had varied contacts
with the school and community, was home visitation. This contact
with the homes had been a revelation for some. They had been able
to see patterns of living different from their own. Seeing the
girl in her home and with her parents had made them aware of the
importance of knowing the students' background.
Those student teachers whose experiences were confined to the classroom were most critical of the experience. They came away from student teaching feeling that all of one's time is spent "either in preparing lessons or teaching classes." They indicated that they had not had the opportunity to engage in other school activities. As one respondent stated, "All I did was drive in in the morning, teach, and drive home in the evening. I never got to know other students or the community."

The professional experiences of this group was limited to local teachers' meetings, and Parent Teacher Association activities.

There were those respondents in this group who indicated that the student teaching experience had helped them to develop a more tolerant spirit toward those who differ from themselves. This appeared to be particularly true in their acceptance of Negroes and those from different socio-economic levels. One respondent interestingly commented that one should not be prone to accept hearsay about people for she had learned that as "you work with those who may have different backgrounds you find commonness and you develop an understanding that leads to acceptance."

About one-half of this group indicated that the supervising teacher had willingly permitted the student teacher to demonstrate the skills and insights which she had developed in her recent training. The supervising teacher seemed to understand the student teacher as an individual and she had given them security and status.
Their responses seemed to reveal that the supervising teacher in every way possible had tried to provide their best psychological environment for growth. (See Table VI)

On the other hand, six of the 11 respondents revealed that they were unable to plan as they wished. They felt themselves to be restricted in trying out new ideas. As one respondent said, "I felt I had to teach just the way my supervising teacher taught. As long as my planning followed her method of teaching, everything was fine. When I suggested trying out another teaching procedure, I was told it would not work." The same group of six respondents also indicated that they did not feel free to discuss with the supervising teacher problems connected with their teaching as they arose. They commented that at times the supervising teacher appeared dogmatic and they were afraid to talk over their plans sufficiently. These respondents stated that they needed more opportunities to talk to the supervising teacher. One respondent expressed her feelings very simply as she said, "If I could have felt that my supervising teacher and I could sit down together and talk things over I do not believe there would be any question as to the teaching profession for me. Now, I'm not sure for I did not get the confidence from student teaching that I had hoped I would."

It appears that the respondents in the uncertain group did not find in their student teaching that element of teaching—enthusiasm—which is necessary for effective teaching. They seemed to feel that
TABLE VI

DISTRIBUTION OF RESPONDENT GROUPS AMONG SUPERVISING TEACHERS N=43

<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Number prior to student teaching</th>
<th>Number after student teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive 2</td>
<td>Positive 3</td>
</tr>
<tr>
<td></td>
<td>Uncertain 4</td>
<td>Uncertain 2</td>
</tr>
<tr>
<td></td>
<td>Negative 2</td>
<td>Negative 3</td>
</tr>
<tr>
<td>2</td>
<td>Positive 4</td>
<td>Positive 4</td>
</tr>
<tr>
<td></td>
<td>Uncertain 3</td>
<td>Uncertain 1</td>
</tr>
<tr>
<td></td>
<td>Negative 1</td>
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</tr>
<tr>
<td>3</td>
<td>Positive 3</td>
<td>Positive 3</td>
</tr>
<tr>
<td></td>
<td>Uncertain 3</td>
<td>Uncertain 4</td>
</tr>
<tr>
<td></td>
<td>Negative 2</td>
<td>Negative 1</td>
</tr>
<tr>
<td>4</td>
<td>Positive 1</td>
<td>Positive 2</td>
</tr>
<tr>
<td></td>
<td>Uncertain 0</td>
<td>Uncertain 0</td>
</tr>
<tr>
<td></td>
<td>Negative 1</td>
<td>Negative 0</td>
</tr>
<tr>
<td>5</td>
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<td></td>
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<td>Negative 3</td>
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<td>Uncertain 1</td>
</tr>
<tr>
<td></td>
<td>Negative 1</td>
<td>Negative 0</td>
</tr>
</tbody>
</table>

*These supervising teachers were located in vocational departments out in the state. Since there was less direct supervision of student teachers in these departments, those student teachers who had demonstrated scholastic and leadership ability while on campus were chosen to do their student teaching in these centers. This may partially explain the distribution of respondents in the positive group.
TABLE VII

DISTRIBUTION OF RESPONDENTS AS TO NATURE OF CHANGE IN ATTITUDE AMONG SUPERVISING TEACHERS N=15

<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Number shifting to more positive group</th>
<th>Number shifting to negative group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>*Others</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>

*Cf. p. 26.*
their pre-student teaching experiences had not given them a "challenging send-off." Their September Field Experience and class observations were not stimulating. Their education courses were theoretical. Too much time had to be spent in lesson preparation because of inadequate training.

On the other hand, the school and the type of community in which the student teaching had been done had provided some of them with experiences which made them more confident they could teach. The willingness and the co-operative spirit of the students seemed to have given some of the respondents a more secure feeling as to their ability to work with adolescents. Those respondents who had had varied experiences in the school and in the community appeared to be more confident about teaching than those whose contacts were confined to the classroom. For some, home visitations and direct contact with students from varied home backgrounds seemed to have brought about a more liberal attitude toward different cultural groups.

About one-half of the student teachers in this group commented that the supervising teacher had contributed much to their security and status. They were most appreciative of the supervising teachers' sensitivity to their problems and to their needs. There were those respondents who felt that there did not exist between the supervising teacher and them an atmosphere of freedom and friendliness—a feeling of working together which is so vital, for
togetherness is the essence of teaching.

Factors Which Tend to Give Negative Attitude

The three respondent in the positive group prior to student teaching who appeared to have a somewhat negative attitude following the experience, and the seven respondents who remained in the negative group gave some evidence of immaturity in assuming responsibilities for teaching. There was evidence that some of the respondents in this negative group had the tendency to blame others for their inadequacies. They appeared to be critical of previous educational training, teaching center assignments, activities in student teaching, and the supervision during student teaching.

Only three of the students in this negative group had had September Field Experience. They said that participation in in this experience had "merely added to their state of confusion." They stated that if what they had observed was an indication of some of the things with which they would have to contend, they were positive they wanted to do something other than teach. There were others in this group who were critical of educational training prior to the student teaching period. They stated that their educational courses, particularly their methods of teaching, were empty courses with too much overlapping. They indicated that if these courses had been more practical and had provided them with background information for teaching, student teaching could have been an "enjoyable experience." As it was, they had to spend
all their time learning those things that should have been taught

to them in classes before they entered student teaching.

Most of this group was dissatisfied with their teaching center
assignments. They seemed to feel that they should have had some
say as to the school in which they would do their teaching. Some
of them vehemently stated they wanted to teach in an urban school
for they planned to teach in a city school if they taught. Others
indicated that it was difficult adjusting to rural community life
as they had lived all their life in an urban area.

Several of the respondents in the negative group felt that the
selection of teaching partners was unfortunate, particularly when
they had to share living quarters.

There was evidence of a limited educational program for
acquainting the student teacher with the school and with the
community. Less than one-half of the respondents had taken part
in sponsoring or assisting in extra-curricular activities. Only
three said they had helped to keep school records. Only one-half
of these student teachers had done home visitation. Experiences
with the professional activities were limited to attendance at
local professional meetings and Parent Teacher Association functions.

Almost without exception the student teachers in this group
indicated that no basic change had been made in their responsibilities
during the period of student teaching. Some mentioned that some
additional duties would have been welcomed. It was their belief
that such duties would have given them more confidence. Such
How can we ever teach a full day if we have had experience for five weeks with just one class a day only?

Surely if I can teach I would have been permitted to teach more than one class. You feel very insecure going out with such limited experience.

So far as this group was concerned the supervising teacher was the one person whose influence and whose standards and methods largely determined the success of the student teaching experience. They were very critical of the supervising teachers for they did not receive the hoped-for assistance. They stated that even though they were given complete charge of the class they felt that the supervising teacher would step in at any moment and cause them to lose face with their students. They said that at times the supervising teacher appeared to be insecure herself as to what should be their next steps. One respondent commented that she was never certain as to whether her planning was acceptable, since her supervising teacher often left her with the feeling that she herself wasn't sure whether "things should be done this way or that." There were others who indicated that they had not had enough conference time with the supervising teacher. Some said, "We had to catch her on the run. Even when we had conferences, she seemed preoccupied with other thoughts."
It may be that these respondents were critical because they were expecting to be given specific help. Then, too, there was evidence that there were those in this negative group who seemed to be too immature to assume the responsibilities of teaching for they seemed to always be placing the blame of their inadequacy on other people or circumstances.

It would appear, then, from the responses of these student teachers who had a negative attitude toward teaching following the student experience, that such factors as immaturity, lack of experience with adolescents, limited program indicating role of the teacher in the school of today, limited provisions for individual differences in achievement during the training period, and lack of ability to use guidance desired from supervising teacher, may have influenced their attitude.

Summary

Background factors such as academic competency, experience with adolescent groups, participation in school and community activities, place of residence and parental education seemed to have had some bearing on the attitude of the respondents prior to student teaching. There were certain factors in the off-campus teaching experience which also appeared to influence teaching readiness.

It was evident that those respondents who had experiences with adolescents and who had participated in school and community
experiences prior to student teaching, approached this culminating experience with a more enthusiastic and secure feeling than those who had had limited contacts with youth groups. They gave evidence that they believed that all are created free and equal and that education should provide equal opportunities for individual growth and development. The positive group of students had higher academic attainments in high school and college than those who were in the uncertain or negative classification. Their participation in high school and college activities indicated a greater breadth of contacts with peer groups.

There were certain factors in the student teaching experience which were common to all three groups that seemed to have influenced the attitude possessed by the respondents in each group. These four factors were experiences prior to teaching, experiences in school and in the community, the environment in which the student teaching was done, and guidance of the supervising teacher.

Respondents in the positive group indicated that they were eagerly looking forward to teaching for student teaching had been stimulating. Their enthusiasm had been sparked by a preview into the actual teaching situation through September Field Experience. Their varied contacts in the teaching center with the administration, staff and students was satisfying. Acceptance by community seemed to have helped them to see the responsibility of the teacher for the community in which she teaches. Most of this group
attributed the successfulness of their student teaching to the understanding and sensitivity of their supervising teacher.

Those student teachers who came away from the student teaching experience with a feeling that they "never wanted to teach" revealed that they had entered this training period with a negative feeling because of lack of a real interest in the profession or because of inadequate training prior to their off-campus experience. It was apparent that this group had not had the experiences or contacts in the school and in the community as had those respondents in the positive group. They indicated that their teaching experiences were limited to the classroom. There did not seem to exist between the supervising teacher and the student teacher a feeling of togetherness. The comments of some of the respondents indicated that they were not free to be creative in the development of their ideas.

Those respondents in the uncertain group who had had the opportunities to see the student in various situations other than the classroom seemed to feel more confident about their relationships with this age group, than those respondents whose activities were limited. About one-half of this group, however, lacked enthusiasm for teaching. Some felt that the supervising teacher had not given them the hoped-for assistance. Others indicated that the teacher in charge had given them security and status.
The findings in this part of the study tend to support the second hypothesis that there may be certain factors in the student teaching experience which influence the attitude of student teachers toward teaching as a career and toward public high school students.
 CHAPTER VI

 IMPLICATIONS AND RECOMMENDATIONS

If growth of intelligence and of moral and aesthetic sensibilities in our society is to be nourished, greater emphasis needs to be placed upon the development of the prospective teacher. The key to the reconstruction of all education is the quality of the teacher. The present day teacher must be educated to a level of insight, emotional adjustment and teaching skill which will enable him to understand each student and to guide him in a series of achievements graded to his needs and capacities. Those who are to be educational leaders should possess such personal attributes as sane balance of personality, breadth and depth of intellectual interest, personal integrity, habits of co-operation, mastery of the techniques of their profession and a capacity for continuous growth. In addition to these personal qualities, they should be individuals who are able to contribute toward a society that is more emotionally secure, more efficient in using its resources, more liberating for individuals, more co-operative in nature and more adaptive to changing conditions.

A major purpose of this study was to discover the influence of the student teaching experience upon the attitude of the student teacher toward teaching as a career and toward adolescents. The influence of this direct experience was investigated because
the student teaching experience deals with the opportunities a prospective teacher has to test the horizons of his experiences and to sample and assay his growing knowledge of education and adolescents. It was believed such a study would provide suggestions for (1) additional contacts with, and participation in, varied situations which could be provided the prospective teacher, and (2) the nature of a participation program which would also permit those who guide the teacher-to-be, a greater opportunity to evaluate his ability to function effectively as a teacher in a modern educational system.

Student teaching as a vital part of the professional program for prospective teachers must provide the opportunity to try out ideas. Prospective teachers must have the opportunity to go beyond verbalization and mere intellectualization. It is not enough, in our democracy, that individuals give lip-service to generalities. The teacher of today must be able to translate his ideas into action and to know the why and what back of the action taken. The teacher carries the responsibility for helping to improve the society of which he is a part. A democratic society, respecting the dignity of, and guaranteeing freedom to, each of its members, can ill-afford to develop individuals who act without giving considered thought to their actions.

The influence of the student teaching experience in acquainting a prospective teacher with the major responsibilities of a teacher in the classroom, the school and in the community; and factors
determining the extent of his readiness are revealed in the present study to some degree. The findings also suggest ways of insuring greater security in student teaching, hence readiness for teaching, through strengthening the total teacher education program. Opportunity for early experiences which will assist in evaluation of the prospective teacher's potentialities and goals, rich integrated experiences throughout the total curriculum, and a student teaching situation designed to induct the individual in terms of his particular needs and goals are essential.

This chapter points up implications for those responsible for strengthening the teacher education program in home economics. These implications emphasize the need for a critical look at the total program of general and professional education if we are to develop teachers capable of meeting the challenge of teaching. This examination may effect greater co-ordination and integration of experiences and courses in the teacher education program. Specific recommendations for improving pre-student teaching training and the student teaching experience also are presented.

The findings presented in the preceding chapters suggest that education must always embrace the correlative of theory and practice. As Kant observed, precepts without concepts are blind and concepts without precepts are empty. Practice becomes more significant and meaningful in the light of theory (basic ideas); basic ideas and understandings become more readily understood through practical experiences. Direct experience which does not
related one part of the experience to another part—the immediate experience to past experience, for instance—fails to draw from that experience the generalizations which must serve as guides to action in subsequent experiences.

Over half of the respondents in this study indicated that direct experience in an actual teaching situation with teen-agers had given meaning to their ideas of teaching and contributed to functional understanding that goes beyond superficial verbalizations. The student teaching experience seemed to give meaning to basic theory and ideas considered in college courses. Direct experience with high school students appeared to have assisted these respondents in clarifying their purposes by helping them to see ways in which knowledge and skills are used by the teacher, by providing opportunity to test ideas in action before rejecting them as non-important, and by raising questions and pointing to needs which give focus to work in college courses. The student teaching experience apparently had provided these respondents with a test of the essential harmony between their professed beliefs and values and their behaviors. What has been learned from an experience and the degree to which that learning is genuine, in the sense of having been accepted to the point of being used in subsequent activities, can only be told as the individual has the opportunity to apply his learning in new situations.
On the other hand, there were 10 of the 13 respondents who did not experience such satisfactions from this culminating experience, and 11 more who were not altogether positive in attitudes toward teaching and youth. Four of the 10, however, had stated prior to student teaching that they had only pursued the teacher education program in home economics because of the breadth of the program. This means 18 of the 43, or over 40 percent of this group of students finished student teaching unready to teach or with uncertainty in relation to either teaching or working with youth.

The Teacher Education Program

The findings indicate there is a need for greater emphasis on teaching readiness. Teaching readiness is something which can be developed. Much can be achieved during the freshman, sophomore, and junior years to promote readiness for student teaching and to offset unfavorable attitudes. The teacher education program must include much experience in self-evaluation, participation in group activities, and meaningful observation in situations related to professional goals. Thus the gap between the student's teaching performance and her knowledge of theory may be bridged. Such experiences should help prospective teachers understand themselves and others as individuals, give them an idea of youth's abilities, and help them understand how to guide adolescents, as
well as develop an understanding of the work of the teacher, and
gain familiarity with the schoolroom and the total school
organization.

Selection of Students

Since there were those student teachers in this study who
indicated lack of enthusiasm for teaching, and who openly
admitted that teaching would not be their professional choice,
there appears to be a need for additional emphasis on an effec­
tive guidance and counseling program. Counseling should be an
integral part of the teacher education program. Counseling can
give meaning and significance to the importance generalizations
of learning and development. It should assist the college
student gain confidence in her preparation, herself, and her
future as a constructive effective teacher. During counseling
periods the student could participate in the determination of
the objectives and purposes of both the academic and professional
courses and experiences, as well as the evaluation of her growth.
Those who gave evidence of lacking interest in or ability to work
in guiding youth could be directed early in their college program
into other fields of work.

It would seem that teacher education should be an integrative
sequence of educational experiences on campus, interwoven with
contacts and teaching responsibilities in schools, homes, and communities of varying types. This program should have effective counseling and guidance within the teaching so that the prospective teacher may see early in the program her potentialities, needs, and capabilities as a teacher, as well as the challenge of the teaching profession. Then individuals would be entering the profession who feel somewhat adequate and secure in their roles as teachers and who know and understand youth as individuals and as persons functioning in families and in communities as well as in schools.

Pre-Student Teaching Experiences in School

As was made evident by the comments of the respondents, student teaching utilizes all aspects of the student's background and training and when that background is weak there is stress and insecurity. The experience of teaching for a whole day and the demands for preparation, planning and evaluation of learning activities, appear to exert a tremendous pressure for many, as indicated by the findings. The student appeared to be much more conscious of the strengths and weaknesses of her academic preparation and of the practical and immediate relationship of her special methods courses following the student teaching experience.
This may indicate that courses in methods of teaching need to be more functional and realistic to meet students' needs. It indicates further that there is need for greater emphasis on participation and experiences with adolescents and community groups prior to the student teaching period to promote understanding of this age group and to evaluate the effectiveness of the individual in guiding and working with them. And it may indicate that no more can be done in a course than excite interest and stimulate thinking which is the method of educative experience.

Out-of-School Experiences With Adolescent Groups

Those student teachers who were in the positive group appeared to have had active involvement with adolescents prior to student teaching. Varied experiences with adolescents gave these students an understanding of growth and development of the teen-ager in addition to and beyond concern with methods of presenting subject matter. Those respondents who seemed negative in their attitude toward teaching had not participated to any degree in activities with teen-age groups. It would seem that more observation and participation in school and teaching activities before the initial teaching responsibility, and some actual responsibility for teaching a class before going out to student teaching centers would give those students who appeared
to lack confidence they needed to work with adolescents. Although many professional courses in methods and materials are helpful, all of these are useful only if they start with an understanding of youth as individuals and as groups and indicate how they react and learn.

Community Participation

Again the findings reveal that those who had been participants in community projects appeared to be more liberal in their acceptance of those who come from various home backgrounds. This strengthens the belief that there is a need for student participation in community field projects which afford the prospective teacher an opportunity to work with adolescents from different socio-economic levels, racial groups and religious faiths. Such volunteer work would provide the student with self-evaluation of attitudes, information, skills, and personality in terms of her own suitability for the teaching profession; development of skills for working with adults and adolescents in educational situations; and information concerning the community, its agencies, and their interrelations with schools and social problems. This may also break down the provincialism which is characteristic of those whose living is confined to a small geographic area. The student would also be able to see the role of the teacher in the community in which she teaches. It must be realized that society cannot continue to accept teachers whose experience has not been
enriched by participation in school extra curricular and community affairs. These teachers who have not had such experiences cannot lead our youth into full realization of what participation in our society has for them.

Broader Curricular Experiences

A feeling of insecurity in teaching family life was reported by 21 percent of the respondents. There is evidence of a need for strengthening the preparation of teachers in this area. Many of the teachers made comments to the effect that the family life courses had been exceedingly helpful to them personally but they felt insecure in teaching it themselves. It would be profitable to give more help to the students in developing a realistic, functional approach to teaching all curriculum areas and the ability to select experiences vital to the purposes of learners.

The successful teacher has the feeling of security in the use of audio-visual materials, discussions, field trips, cooperative planning and evaluation. The last three techniques were mentioned frequently by those respondents who appeared to be uncertain or negative in their attitude toward teaching. They indicated that experiences in these areas should be included in the curriculum. Since student teachers in both positive and negative groups were concerned about evaluating their teaching,
this expressed interest in evaluation may indicate a need for helping student teachers develop a sound basis for independent judgment in evaluating their performance and to recognize evidences which indicate effective programs.

Integration of Theory and Practice

The respondents in the positive group had had more activities and experiences in the classroom situation and in observing high school students prior to student teaching than those student teachers who appeared to be uncertain or negative in their feelings toward teaching. This emphasizes the need for a broader background of meaningful experiences which will vitalize the concepts of educational theory and which will help these students secure insight into the teaching-learning situations. It would seem that a program should be devised to develop readiness which would include a systematic program of activities, experiences and instruction prior to student teaching which places the professionally trained and socially and emotionally mature student in the basic role of a teacher. Comments made by the respondents furnished leads as to their thinking about the problem. Their proposals are summarized briefly in the following general propositions, supported by some comments.

The most frequent proposal made was that of more contacts with students and teaching situations before student teaching.
Individuals' feelings are revealed by the following comments.

My participation was only an observation period with no opportunity for teaching.

More participation in actual teaching situations would have been a help before I made the first step.

We need more contact with high school students before our student teaching.

If I could have spent several days observing and assisting a high school home economics teacher I would have approached student teaching with more positive attitude and with less fear.

A second proposal suggested that some type of student teaching should occur earlier in the professional program. There were those respondents who indicated they were at a disadvantage because they had not had active involvement with the classroom situation and the high school age student prior to the student teaching experience. Some of them said:

Give us some teaching experience the Sophomore Year.

Require September Field Experience. Those girls who had this experience have said they were more confident about teaching as they approached student teaching.

Couldn't we do some student teaching our sophomore or junior years so that when we take on full time responsibility in student teaching we are ready to take over the teaching job with a feeling of enthusiasm and confidence.

Some suggested further that there should be a closer relationship between the professional courses and the student teaching program. They revealed their feelings through such
Student teaching would have been more profitable if there had been previous participation in which I had actually worked with high school students.

Methods courses should deal with actual situations, use actual school records so that we may be ready to deal with both fast and slow pupil groups.

If these students appeared to be critical it is out of their concern for what they might have been able to do had they more effective preparation. They were looking for help from all curricular experiences that preceded student teaching.

Effort must be made to develop a professional program in which direct experience is an integral part of each of the four years of college. Direct experiences in the earlier years of the college program serve primarily to clarify the meaning of ideas—what do they mean, what do they look like in action, how do they work? Those experiences engaged in later in the full-day responsibility of student teaching serve to build and test the individual student's ability to put his ideas into action with youth; to test the meaning of ideas when he is assuming responsibility for implementation. In like manner the need for active involvement in the learning situation moves from seeking to understand and find answers to questions of what, how, and why to assuming increased responsibility for guiding the experiences of youth and carrying forward the varied activities of the teacher.
The Student Teaching Experience

The findings in the study revealed that the quality of the experience a student teacher has in the student teaching centers depends upon the breadth of participation of the student teacher in school and community affairs, the nature of the guidance and supervision the student teacher receives from the supervising teacher, and the kind of school she is in.

Breadth of Participation

In evaluating their student teaching experiences those who took part in this study tended to place a great deal of emphasis on those activities and experiences which had acquainted them with the major responsibilities of a teacher in today's schools. Without question it was clear that those who had had experiences with students from varied backgrounds, with community groups, and with professional activities appeared to be more enthusiastic and confident as they looked forward to assuming the role of a teacher than those respondents indicated that the student teaching experience was limited to the classroom.
Experience with students of varied abilities and background.

Respondents in both the positive and uncertain groupings indicated that their experiences with youth of varied intellectual abilities, home backgrounds, social and economic levels made them realize that while certain elements characterize the growth and development of all individuals, those elements are conditioned by native capacities and by the environmental factors surrounding the human organism. They seemed to have sensed that it is these factors which make each student the individual he is. They seemed to have become aware that these same factors condition the health of the individual student, his values and attitudes, and his experience background. If the teacher-to-be is to understand this conditioning process, its implications for the nature of school experiences and the indicated school-home-community relationships, he must work with individuals who have varied abilities and background.

Opportunity should be provided especially in the student teaching experience, for the college students to study firsthand how growth patterns are modified by environmental factors and to apply basic educational principles in meeting the needs of learners conditioned by native and environmental differences. As there is provision for opportunity to work with differing pupil groups, superintendents and principals will cease to have cause to say that the beginning teacher has been theoretically rather than realistically prepared for her work. Beginning teachers will then
cease to try to superimpose practices unsuited to individuals of different abilities and backgrounds. The young teacher will learn how to work with any and every group of learners in ways to help them make their greatest possible growth by adjusting content, methods, and materials to their needs.

**Experience with varied school activities.** It was of interest to note that those respondents who had experience with the range of activities of today's teacher were eagerly awaiting the day they would take over complete charge of the teaching situation. Where there was absence of a lengthy and varied list of responsibilities by the student teacher, a feeling of uncertainty and negativism was apparent. These findings strengthen the belief that it is not enough that the college student work closely with students within the classroom. Much of the teacher's most important work is done through activities of the school as a whole. The student teaching program should provide the college student opportunity to share in helping students with school programs and with the activities of school organizations. Equally significant activities of the teacher within the school are those involving parents and colleagues. There is need for the prospective teacher to work with parent groups, to confer with parents, to participate in faculty meetings, and to share in the work of curriculum and other staff committees not directly involving students. There is need for the growing teacher to try and test, to experiment, to share experiences with others. There is a real
need for a sharing of the firsthand experiences of the classroom, for participation in professional organizations.

Concept of Community Role

Participation in community activities, home visitation, and community acceptance appeared to be factors which brought about a realization on the part of some of the respondents in all three attitude groups that the school should be a vital part of community life. These respondents indicated that contact with homes and with parents in educational and social functions helped them to interpret the work of the school, to study and understand the needs and opportunities of the community. The prospective teacher must have opportunities so as to conceive clearly the role of the school as an educational agency and its relation to other community activities. If the young college student preparing to teach is to share actively in the life of her community there is need to work on community committees along with other teachers, to help make decisions regarding the school's role in providing child care, in teaching sex education, and the host of practices, services and activities about which teachers and others in education must make decisions. The student teaching experience can no longer neglect to provide experience in the area of school-home-community relations, to provide the young college student
opportunity to come to grips with the role of the school in the community. Thus the beginning teacher will see the importance of developing an evolving curriculum sensitive to the changing demands of her students and of the society in which they are growing up.

Supervision of Student Teaching

This study has revealed that students look upon the supervising teacher as that person who could help them relate their experiences, so that student teaching will be a challenging and satisfying experience. Those respondents in the positive group commented on the positive guidance and encouragement of the supervising teacher. They gave the impression that the teacher in charge had created in them a sense of security and confidence. They also revealed that the supervising teacher had given them status. They were most appreciative of the guidance given them. There were those respondents in the uncertain and negative classification who revealed that they had not received the hoped-for assistance. They further stated that they did not have the opportunities to establish relations and gain understanding in all the areas of their work. Some said they were not free to be expressive and creative. They indicated that at times the teacher in charge was dogmatic.
Since the student teaching program places an inexperienced student out in a community to spend full time teaching and living, she should have the experience of intelligent guidance. In turn, she may sense her responsibility and obligation to be a guide to her pupils. A college student should have the opportunity to estimate her own strength and needs and, then, with the assistance of her supervising teacher, to establish her own goals and to plan experiences to meet them. This should be done in relation to actual classroom teaching and with planning community experiences. These experiences would give the student teacher opportunities for increasing skills; improving management of time and energy; working with a family group or a social group in the community; and developing independence, initiative, resourcefulness, and responsibility. This also indicates the importance of having those direct student teachers who have imagination, insight, resourcefulness and who are the possessors of a liberal education. A seasoned, dedicated, sage-like person whom life has taught how to evaluate the multiplicity of activities on which we may expend our energies would be most helpful to the prospective teacher. Such a supervisor will have an understanding and an appreciation of what is involved in desirable learning experiences for the beginning teacher.

Work with young teachers in preparation demands that a teacher who helps guide them must think through and articulate her own educational philosophy. The very philosophy of the American
school has been a deterrent to propagandizing or even to articulating purposes and goals. But when the forces which seek to regiment life are attacking modern education, it is time for those concerned with the worth and the dignity of every individual to prepare to defend their faith. Questing and questioning student teachers will go far in stimulating professional thinking.

The student teaching program is a part of the total plan for the advancement of the teaching profession and, thereby, for the advancement of the culture through the more effective education of its individual members. If the supervising teacher does not see it as broadly as stated, she perhaps should at least recognize that there is no better way in which to raise the status of the teaching profession than to draw into it a steady stream of skillful new teachers. Besides, the coming of the student teacher into the classroom furthers the interests of the students because she brings the help and guidance of the college staff. A second teacher in the room may provide some student the security which her room teacher, no matter how devoted or how skillful, has been unable to give. It is often possible for student teachers to make many valuable contributions to the classrooms in which they are working.

If the student teacher is to come away from the student teaching experience with a feeling of satisfaction and enthusiasm for teaching, she must have adequate guidance and help in evaluating, studying and replanning her daily and weekly activities. This
calls for a sense of togetherness between the supervising teacher and the student teacher.

Recommendations for Curriculum Development at The Ohio State University

An exploratory study such as this investigation brings to light many interesting facts concerning the effectiveness of a curriculum. The data suggest several questions as to what should be some next steps in the thinking of those individuals concerned with the home economics education program at The Ohio State University. What additional experiences should be included in the teacher education program for home economics teachers to provide opportunities for readiness experiences prior to student teaching? In what way can curricular areas, field work and guidance be coordinated so that students throughout their undergraduate work will have contacts with the direct teaching situation? This part of the chapter poses several questions which are worthy of consideration by the staff and which may suggest a course of action for the School of Home Economics at The Ohio State University as to: selection of students for teacher training; integrating classroom, observation and participation experiences related to teaching; placement of student teachers; and supervision.
Selection of Students for Teaching

Since the findings indicate that there were those students in the teaching program who did not want to teach, and those who were not mature enough to assume the responsibilities facing the teacher today, there is need for the staff to consider possible means whereby the student has the opportunity to gain some sense of her teaching capabilities and aptitudes.

If the teaching standards in high school are to be raised, selection must function throughout the teacher education program. Selection will need to be a continuous process, consisting of a number of related phases: the recruitment of desirable individuals for teaching; the selection of individuals for initial teaching experiences in the junior year; and the selection of individuals at the level of student teaching.

Would it not be profitable to examine more closely the breadth of experience with adolescent groups, peer groups, and community groups, as well as the academic rating, of those students who wish to be admitted to the teacher education program in home economics? Selection would then not be based primarily on grades but also on general evidences of leadership qualities and ability to work with varied age groups.

Greater effort should be made to include in the present freshman survey course such experiences as visitation to various
types of schools, participation in group discussions, and attending discussions by education leaders so as to orient the student to the teaching program. Expanded group and individual guidance during the freshman survey course would help the student think through her interest in and suitability for the teaching profession. As early as the freshman year it would be desirable to correlate curricular activities and field work through a community field project. If the students could participate voluntarily in a community field experience this would afford them the opportunity to work in youth-serving social agencies. This type of experience could provide contact with those individuals from lower or different socio-economic levels, racial groups, and religious sects. This would encourage students to evaluate their attitudes, and personality in terms of working with those who may be different from them as to their way of living. This type experience would provide some insight into the role of the teacher in the community in which she teaches. Such a program should provide bases for selection of those individuals who appear to be the possessor of those qualities necessary for effective teaching in a democratic society.

Development of Classroom, Participation Activities Prior To Student Teaching

The data presented here indicate that there is need for
a broader background of meaningful experiences which will vitalize the concepts of educational theory and which will help students secure insight into the teaching-learning situation.

Would it be possible to include not later than the sophomore year observations and classroom participation experiences in junior and senior high schools? Could the September Field Experience become a requirement to be completed not later than one quarter prior to student teaching? Would it be possible to recommend strongly voluntary participation in summer projects between the sophomore and junior years, especially for those who have limited group experience? Positions with such groups as church recreation groups, Camp Fire Girl groups, Girl Scout Troops, camp counseling, playground supervision and others would provide students work experience, peer group experience and leadership of adolescents. It would seem that a systematic program of experiences would be most helpful in developing within the student the confidence necessary for successful teaching and a zeal for the teaching profession. Such experiences would also be of value to the student in helping her to improve in her knowledge of materials, methods, and principles of home economics as well as her ability to use such knowledge effectively. These experiences may again serve as a means of evaluating the student as to her suitability for the teaching profession.
Placement of Student Teachers in Teaching Centers

The present practice in the home economics education program at The Ohio State University usually is to send two student teachers to each of four teaching centers, located within a radius of 25 miles of the university campus. Three of the centers are located in rural areas, while the fourth is situated in a suburban area. The student teacher enrollment is such that not all the students can be placed in these four centers nor in the one of their first choice. When enrollment exceeds 16, some are sent to schools in other parts of the state which have approved vocational homemaking departments. In these situations community and school experiences may be rich, but the supervision may be not the best since these teachers cannot work closely with the University staff.

There is great need to have more teaching centers so that the same four centers would not be used continuously throughout the year. Furthermore, greater flexibility for placing student teachers in a community similar in size to the community in which they will teach would be provided.
Amount of Student Teaching

Some provision should be made for flexibility in the amount of student teaching. It is well known that all students are not equally ready for student teaching at the same time, and that they do not grow during their student teaching experience at the same rate. It is further known that all students do not reach the same stage of development in teaching ability as a result of the student teaching experience. The logical question leading from this is: Is a full day teaching period for six weeks long enough for every student teacher to test her competency and effectiveness as a teacher? Greater effort should be made to guide student teachers, when the student teaching situation proves to be an unsuccessful experience, to elect additional experience which is now provided in the field service course. Since home management residency, at the present time, is blocked with student teaching, could a community project be an integral part of the home management experience? This would provide the students experience with adolescent and/or adult groups from varied family backgrounds. Such a project would give a more realistic and functional approach to student teaching and home management for the students would not only gain in learning to understand different groups and to work effectively with adolescents, but it might also bring about an awareness of the role of the teacher and the homemaker in the community.
This investigation of the influence of the student teaching experience on student teacher attitude has revealed the tremendous importance of the supervising teacher, and of the college supervisor, in insuring the value of the off-campus experience to the student teacher. As the study revealed, there were respondents who stated that the supervising teacher had given them the feeling of security and status they needed. On the other hand, there were some who indicated that they had been given overwhelming responsibilities and were expected to teach without sufficient guidance or preparation. To help supervising teachers strengthen their contribution to the development of the student teacher a series of workshops is needed for supervising teachers, college supervisors and special methods instructors to study the problems of giving more effective guidance to student teachers. These workshops should attempt to promote a common understanding of related phases of a program of teacher education and to develop increased skill in dealing with the problem of helping young people become better teachers. These attempts to share and understand each other's problems with the members of a co-operative group should bear fruit in more effective communication, cooperation and promote teacher development. The responsibility for helping the student teacher in her student teaching experience can only be met by the college supervisors, the supervising teacher and the methods course instructors. These people can help best...
if there is some common understanding of the important objectives of teacher education, their respective functions in helping the student teacher, and the bases on which help and guidance will be given. This help will not be valuable to the student teacher if it is not related to the specific problems faced in her student teaching and to the important facets in her teacher education program.

To develop teachers who are able to act intelligently in a changing world calls for a teacher education program which provides opportunity for individuals (1) to go beyond verbalizing and intellectualizing to an understanding of the meaning of educational theory in action; (2) to try and test their own ability to apply theory in the varied activities of the teacher; (3) to develop increased sensitivity to problems and factors in situations; (4) to engage in liberalizing experiences so that teachers will possess those qualities needed to excite intellectual development on the part of students; (5) to grow in the ability to use basic principles in meeting and dealing with new and changing circumstances and (6) to gain knowledge without reference to teaching. The teacher of today must be able to sense a situation, set-up a plan for dealing with it, and appropriately use basic understandings and generalizations in solving the problems involved. It is not enough in a changing society to meet a specific situation or to find the solution to a problem. There is need to generalize from experience and to build bases for sound choice and action in the
future. These goals must be central if enthusiasm for the profession, confidence in ability to work with adolescents and acceptance of individuals from varied backgrounds are to characterize the behavior of teachers and if they, in turn, are to assist youth in understanding and solving their problems of today and to motivate youth to seek out knowledge by which they will be able to meet the perplexities and anxieties of tomorrow.
HOME ECONOMICS EDUCATION PROGRAM AT THE OHIO STATE UNIVERSITY

The present curriculum in home economics education at The Ohio State University School of Home Economics is based on a required core of courses during the first two years, designed to give general education for family and community living. The third and fourth years include the remaining "core" requirements, courses in the area of specialization for teaching, and electives selected for breadth of educational experience.

The Ohio State University operates on the quarter system. One hundred ninety-six quarter hours are now required for graduation. One hundred sixty-six are required credits and eighteen contribute to a broadening sequence in one of four fields: (1) social science, (2) natural science, (3) English, foreign language, journalism, speech, radio, (4) fine and applied arts. Students then have twelve free elective hours of credit to complete the total requirement. Twenty-seven to thirty professional credits are now included in the required work. These include:

<table>
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<th>Course</th>
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<td>Educational Psychology</td>
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<tr>
<td>4</td>
<td>Theory and Practice in Secondary School Teaching</td>
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Students in the teacher education program have the opportunity for observations and classroom participation prior to the student teaching by electing to do September Field Experience which is a voluntary two weeks field service project. Approximately two-thirds of the students participate in this experience.

Two students usually engage in an off-campus experience for a six weeks period of full day teaching in one of four teaching centers. Three are located in rural areas and the fourth is in a suburban community. It has been necessary, because of an enrollment which exceeds 16 student teachers each quarter to use other approved vocational home economics department throughout the state. Since the number of teaching centers is limited, often a student is not sent to the center of her first choice. Much thought is given to the placement of student teachers so that each girl is placed in that type school and community which will best meet her needs.
The supervising teachers in the teaching centers have the same academic preparation, professional leadership, and emotional adequacy as is required of campus teacher education personnel. She is considered a member of the University staff and is given staff rating. Joint meetings of supervising teachers and college and supervisory staff are held monthly on the campus in an effort to promote a common understanding of related phases of a program of teacher education and to develop increased skill in dealing with and helping young people become better teachers.
Exhibit B

BACKGROUND DATA SHEET

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<tr>
<th>Name</th>
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<td>Parents' Occupation</td>
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<td>Parents' Education</td>
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<tr>
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Other members of the family group and age

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Community:

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High School Background

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<th>Number of years of high school home economics</th>
<th>Vocational or non-vocational home economics</th>
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High School Honors

| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
**College Background**

O.S.P.E. score 

Cumulative ratio 

**College Honoraries**

1. 

2. 

**College Activities**

1. 

2.
Exhibit C

INTERVIEW SCHEDULE
(Prior to Student Teaching)

ATTITUDE TOWARDS TEACHING

1. Now that you are about to begin your student teaching, how do you feel about this oncoming experience?

   (a) Why do you say that?

2. What courses have you had which you believe will be most helpful to you as you begin your teaching?

   (a) In what way have they helped?

   (b) What else might the courses have included that would have better prepared you for teaching?

3. Why did you choose to teach high school students?

4. What contacts have you had with high school age people?

   (a) Did any of these experiences bring you in contact with teen-age boys?
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(b) Were they any different from girls of that age?

(c) What impressed you most about this age group?

5. Are there any things about teaching that you are dreading?

6. Often teachers have definite opinions as to the type of school in which they wish to teach. What is your opinion?

(a) Is that so. Why do you say that?

7. At this moment do you look forward to trying your hand at high school teaching?

(a) Why did you say that?

ATTITUDE TOWARDS THE COMMUNITY

1. Tell me about the community in which you lived while you attended high school.
2. Have you ever visited the community in which you will student teach?

(a) How do you think this community will be different and/or similar to the one in which you attended high school?

(b) Why do you say that?

3. Some teachers desire to teach in their home community; others prefer to teach away from home. What is your opinion?

(a) Tell me why you have said that?

4. What would you say are the teacher's responsibilities to the community in which she teaches?

(a) Why do you say that?

ATTITUDE TOWARDS OTHER GROUPS

1. What contacts have you had with people who are different from you?
(a) Have you had any contacts with such people while in college?

(b) Did you accept them?

(c) That's interesting. Tell me more about your experience.

2. Suppose you were to have these students who are different from you in your classes. What will that mean to you?

(a) Why do you say that?

3. Will there be any experience in your student teaching, besides actual classroom teaching, that you believe will help you to understand high school students?

(a) Tell me why you said that.

4. How would you describe the students which you wish to teach?

(a) That's interesting. Why did you say that?
Exhibit D

INTERVIEW SCHEDULE
(After Student Teaching)

ATTITUDE TOWARDS TEACHING

1. Now that you have finished your student teaching, how do you feel about teaching as a career?

(a) Why do you say that?

2. What courses have you had which you believe were most helpful to you in preparation for teaching?

(a) In what way have they helped?

(b) What might the courses have included that would have better prepared you for teaching?

3. Do you still choose to teach high school students?

4. What contacts did you have outside the classroom with high school age people?

(a) Did any of these experience bring you in contact with teen-age boys?
(b) Were they any different from girls of that age?

(c) What impressed you most about this age group?

5. Are there any things about teaching that you are still dreading?

6. Often teachers have definite opinions as to the type of school in which they wish to teach. What is your opinion?

   (a) Is that so. Why do you say that?

7. At this moment are you looking forward to trying your hand at high school teaching?

   (a) Why did you say that?

ATTITUDE TOWARDS THE COMMUNITY

1. Tell me about the community in which you lived while you did your student teaching.
(a) How do you think this community was different and/or similar to the one in which you attended high school?

(b) Why do you say that?

3. Some teachers desire to teach in their home community; others prefer to teach away from home. What is your opinion?

(a) Tell me why you have said that?

4. What would you say are the teacher's responsibilities to the community in which she teaches?

(a) Why do you say that?

ATTITUDE TOWARDS OTHER GROUPS

1. What contacts did you have during your student teaching with people who are different from you?
2. Were some of these students who are different from you in your classes? What did this mean to you?

(a) Why do you say that?

3. What experiences did you have in your student teaching, besides actual classroom teaching, that you believe helped you to better understand high school students?

(a) Tell me why you said that.

4. How would you describe the students which you wish to teach?

(a) That's interesting. Why did you say that?
I. Attitude Toward Teaching

1. Now that you are about to begin your student teaching, how do you feel about this oncoming experience?

   I feel most confident about it all. I think I can do the job very capably. I've always wanted to teach and now that I am about to "try my wings," so to speak, I'm very excited. I feel there will be much in teaching that will challenge me, for I feel that teaching is more than a profession. To me it will be a means of guiding and helping others to live life to the fullest. I have always enjoyed and derived much satisfaction from working with and helping others.

2. What courses have you had which you believe will be most helpful as you begin your teaching?

   The greatest help to me in approaching student teaching has been two education courses, Education 607, and Home Economics 541, and a "psych" course, Psychology 107. H. Ec. 541, which was the special methods course, strengthened my belief that I could do a good job in teaching. I planned units and lessons and I feel more sure as to what I will be doing as I begin to do daily planning. Education 607 started me on the road to "deeper thinking as to education in our democracy." My psychology course helped me get an understanding of the problems faced by adolescents in this period of "growing up."

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* = words or phrases indicating enthusiasm
--- = words or phrases indicating confidence
.... = words or phrases indicating openmindedness
It gave me an insight into how to cope with adolescent behaviors. My September Field Experience was wonderful. I think it should be required of all those who are planning to teach. You just learn all about the classroom situation. Those four days that I was in charge of the class were exciting days. I truly believe that this "short experience gave me the confidence I need to face the oncoming experience."

3. Why did you choose to teach high school students?

I chose to teach high school students because I honestly feel that I understand this age level more than the younger group. Not only that, but I do have the desire to help adolescents become stable and responsible citizens realizing their obligation to themselves, their community, and their government. Only by teaching them the facts about all of these and allowing them to exercise these principles can I be happy helping them. I believe too that many adolescents today are so insecure about the future that they go along with their merry way thinking they may as well have fun now, for it is short lives." Since I've worked with this group in H and I've found them most interesting, I'm anxious to see how well I'll get along with them in a classroom situation. I'd like to make a suggestion which I believe would help other student teachers for I feel sure it would have been of value to me. Would it be possible to have another methods course in home economics instead of Education [course number]? That class was just three hours wasted each week. It was a "party class." If we could have a course which would include more observation and some participation in classroom activities I know we would all feel more confident about student teaching.

4. What contacts have you had with high school age people?

My experience with this age group has been somewhat limited yet valuable. I was a H camp counselor for two summers. Then, too, I have had various experiences with church groups. For one year I directed a church choir which consisted solely of high school students. I have taught Sunday School classes when they needed an extra person.
I worked with boys and girls both in the choir work and at UH camp. Boys were more lively and enjoyed tormenting the girls. However, the girls were able to hand it right back. It seemed to me that at times boys acted a little less mature than girls. Of course, both boys and girls were occasionally loud, boisterous, giggly and silly, but then that is just part of this process of growing up.

The one thing that impressed me most about this age group is that they are capable and do they possess ability. It seems to me that therein lies the challenge of teaching. As teachers we must stimulate them and motivate them to bring forth work that is of comparative quality to their capacity. "They need encouragement and confidence. Their air of superiority is primarily traditional. Down underneath I think they are wonderful and they are the buds of our oncoming generation."

5. Are there any things about teaching that you are dreading?

There is nothing I am really dreading. I am concerned at times as to whether I'll be able to meet all the needs of the pupils. Then, too, I wish I knew more of how to evaluate effective teaching. We have been taught that when there is evidence of changed behavior, learning has taken place. Will we be able to see our students in various situations so as to be able to note differences in the way they act? I wish it were possible to work with boys, too, for I would like to see how well I can handle a mix group.

6. Often teachers have definite opinions as to the type of school in which they wish to teach. What is your opinion?

Since I was reared in a rural community and attended a rural high school, naturally I would think that the rural area affords more opportunity for promoting that type of school program which I feel should include the community. On the other hand, I'm not sure that the type of school is the all important thing. Right now, it would be a greater challenge for me to do my student teaching in a city school so as to broaden my point of view and to learn in what ways rural and urban life may
be different. It is you, the individual that is important. If you are interested, willing, and sense the worthwhileness of an educational program that will help the high school student develop into respectable adults, you can do a good job in a city or a rural school.

7. At this moment do you look forward to trying your hand at high school teaching?

Oh, yes, I am so anxious to start to teach. "Gee, I'll get to stand on my own two feet." This is the greatest challenge of teaching for me right now. I will be making my own decisions and I will get to see whether my decisions were right or wrong. I only wish I were going to my own school situation after student teaching. I just feel that I would be entering it with enthusiasm, and full of ideas that I have worked out in student teaching.

II. Attitude Toward The Community

1. Tell me about the community in which you lived while you attended high school.

There are about 500 in my community. I rode the bus each day to a high school about 15 miles away. I enjoyed our small community. We all seemed to do things together. We had square dances, cake walks, and church socials and everyone turned out for these occasions. We were always helping others and the others in the community would help us when we needed some assistance.

I enjoyed my high school days. There were only 38 in our graduating class. We all knew each other and all of us took active part in the school activities. Our parents were most interested in school functions and usually the whole community would turn out for school affairs so our school was really a community center. Riding the bus to school each day was not too bad either for we had some wonderful times.
2. Have you visited the community in which you will student teach?

No, I have not visited the center where I will teach. I will not be teaching in any of the four centers where most students teach. I will be [name of school]. This intrigues me very much for I understand their educational program is more progressive than in most schools. Then, too, I may get the opportunity to work with boys so you see why I am so eager to get started. Besides, I'll be working with city students and this will be a new experience. I just want to get started as soon as I can.

3. Some teachers desire to teach in their home community; others prefer to teach away from home. What is your opinion?

I don't want to teach in my home community. Too many people will remember me as a child. Then, too, it would be difficult to teach with those teachers who had you in class. I'm afraid they would still think of me as that girl in that class. I think the proverb "a prophet is not appreciated in his home town" is very true. Besides, I want to be free to work as an individual and not have to conform because of what I was when in high school.

4. What would you say are the teacher's responsibilities to the community in which she teaches?

If at all possible, the teacher should live in the community. I believe that "by her fruits she will be known." By that I mean, she can demonstrate her professional interest and enthusiasm by working with the community groups. I don't feel the teacher should always be the leader. It takes some good followers to keep things moving so she could function in both capacities. If you live in the community you have a better opportunity to see your students in their homes and in community situations. Seeing them in different situations often will give you cues as to how you can help them solve their problems. Then, remember a teacher is a citizen and there are certain obligations that go with good citizenship. Teachers need to demonstrate their beliefs.
III. Attitude Toward Other Groups

1. What contacts have you had with people who are different from you?

I haven't had too much contact with different groups as we had no colored folks in our high school. In fact, all of our community was Protestant and since we came from farm homes our economic level was either lower middle or middle. However, we were reared in our family to respect all regardless of race, religion, or color. Since I have had this training I haven't found it difficult being with those individuals who are different from me. Since I have been on college I have worked with Negroes, Jews, girls from India, China, and girls who had have a great deal more money than I have. If there is any prejudice that I have, it may be a little toward the Negro. At times, when they all seem to congregate in one place, they get so loud. But then, perhaps that is just a means of escape for them, or it may be part of their nature to be happy and boisterous. However, at times this can become somewhat annoying. My experience with students from foreign countries has been most helpful. I have really learned to appreciate the freedom of "good old U. S. A." and the opportunities that are ours. I think having these foreign students on our campus is a good way to promote better understanding of other countries.

2. Suppose you were to have these students who are different from you in your classes. What will that mean to you?

I will attempt to treat each student as an individual regardless of his background. My job as a teacher is to guide in the development of each according to his capacity. Social prestige and economic status may influence some teachers to favor some students but she's not being a fair and honest teacher. I feel each student should achieve on his own merits, and not be pushed to the front because his dad is somebody. Having varied family backgrounds represented in your class should make your class presentations so challenging for you would need to include those activities which will meet the needs of these students.
3. What experience in your student teaching, besides actual classroom teaching, do you believe will help you to understand high school students?

I hope I'll get to plan some social activities with the students. I hope they ask me to visit their homes. I went on a home visit during my September Field Experience and you do think a little more differently about the student after you have been in her home. You see her, her family, and the environment in which she lives. I believe that home visitation should be one of the strong ties between school and the home. Surely they'll ask me to attend a Faculty Meeting. I'm most anxious to learn of the things they discuss and the manner in which discussion takes place. I don't believe they have a FHA program where I will teach. The FHA program really aids in developing leadership. I want to attend some of the basketball. If the students know that I am interested in them and their activities I feel sure we will have good working relationships.

Interview Data Following Student Teaching

I. Attitude Toward Teaching

1. Now that you have completed student teaching, how do you feel about teaching?

Student teaching has shown me there is nothing else for me but teaching. I'll admit that the first two days were a little trying but as soon as I was able to get a feel of the whole thing, that is the teaching situation, which was so entirely different from a traditional set-up, the rest of the experience was perhaps the richest experience I have had since I've been in college. The biggest facts in making it such was my teaching relationships with a group of boys at seventh grade level.
Their interest in homemaking was alive and real. Their keen awareness that homemaking includes much more than cooking and sewing was refreshing. "In our pupil-teacher planning at the beginning of the quarter, it was most interesting to learn their other areas of interest. Some of the units they wanted to study were how to be a better shopper for both clothing and groceries, re-decorating rooms, purchasing furniture, how to use appliances, grooming and keeping in style." Another unit that they were most interested in was one of "ourselves" which included relationships with family, employers, and peer groups, both boys and girls. One of the most interesting and rewarding learning experiences in this area which they voluntarily title "Ourselves" was a panel discussion of class members on boy and girl relationships. Each class member wanted to contribute to the discussion either with a question for the panel or the class or by answering classmates inquiry with a surprising degree of authority.

I'm so grateful I was able to do my student teaching in an urban school for now I feel I could do a good job in either a rural or city school. "Most of all, the experience with boys and girls was a real challenge." I'm hoping that there will be opportunity for boys to take home economics in the school where I will be teaching. "If boys are not enrolled in home economics, this can be my project to help the principal see the importance of home economics for both boys and girls."

2. What courses did you feel helped you most during student teaching?

Home Economics 541 was most valuable for I had some background as to what makes up a unit and a lesson plan. I still feel that if we could have another methods course instead of Education [course number7 more time could be given to let us do more planning and observing classes. I feel we need more on lesson planning and on methods of teaching.

Although my courses in family relationships were most valuable to me, I feel a little insecure as to how to present material in this area to a high school group.
Fortunately, I had a group that had learned how to plan and they guided me in thinking through their needs for presenting material in family relations.

As I look back on my total college program I wonder if the program would not be strengthened if some participation in classroom situations could occur during our sophomore year. It just seems to me that if we were started earlier to get a feeling of the actual situation, student teaching would be the experience which we would be looking forward to with interest and enthusiasm.

I'd like to suggest two other courses that I feel would have helped me tremendously. I wish I had had a course in visual aids and a course in speech. Since we use visual aids so much in home economics, I would almost say this course should be a must.

As to the other courses which I felt helped me in my student teaching, I would say that all my subject matter courses were adequate for I felt quite secure in the units on foods and clothing.

3. Do you still choose to teach high school students?

Absolutely. I have no doubts about that. I just love this age group. "There is just something about their enthusiasm, alertness, and their spontaneity that simply fascinates me." Sure, at times, they exhibited a little moodiness, or stubbornness, but when you understand this is characteristic of this age group and that a little patience and guidance on your part helps them to come out of these short-lived periods, you are so busy helping them that you forget they may be a little sassy.

4. Are there any things about teaching that you are still dreading?

Two things seem to still concern me. One is this problem of grading. How can you honestly and fairly grade students? I've wondered a great deal about the grades I recommended for the students. I don't feel I
know how to evaluate students. I've already stated my second concern and that is what can we teach in the area of family relations at the 7th grade level. Of course, I may not be teaching junior high students in my own situation but I still feel I need some guidance on planning units at this age level.

5. Often teachers have definite opinions as to the type of school in which they wish to teach. What is your opinion?

I had thought I could do a more effective job in a rural community since that is my background but now that I have had this experience in an urban school, I feel as though I would be happy in either situation. I feel that it is you the individual, that must be willing to adapt yourself. If you are sincere in doing the best job you know how to do and you enjoy working with people, it seems to me that either a rural or an urban school could be a challenge.

6. At this moment do you look forward to trying your hand at high school teaching?

Oh, yes! How I wish I were stepping into my very own classroom tomorrow! "This experience sort of reminds me of when I learned to swim. Once I got the feel of the water and I saw I could bring my feet up from the bottom of the pool and not drown, I wanted to try and see if I could go to the other side of the pool. Then of course, I became more venturesome and in a few lessons I was swimming the entire length of the pool." My student teaching has helped me across the learning to teach line to the actual teaching mark with guidance. Now I want to do it all alone.

II. Attitude Toward The Community

1. Tell me about the community in which you lived while you did your student teaching.

Since I taught in [name of school] I lived here in Columbus. I did not get to visit the homes of the pupils.
I had hoped we would at least get one home visit in but it just didn't work out that way. I did get to meet most of the mothers of the students at the Mothers Club meeting. I was happy for that experience for it does help you to understand the student if you know something of his home background and training.

2. Some teachers desire to teach in their home community; others prefer to teach away from home. What is your opinion?

I don't feel you can do your best teaching back in your home school. Students will know you; some of the staff will remember you as their students. Besides, there may be the tendency to conform and not to be creative. I want to be able to try out new ideas, and to experiment, without a feeling of restriction because they would, that is the staff and administration, expect things to be a certain way.

3. What would you say are the teacher's responsibilities to the community in which she teaches?

A teacher should be a leader as well as a follower in the community. I feel one of the greatest contributions a teacher can make to the community is to try to develop strong community leaders. A teacher should be an active church member, regardless of her faith. She should work with community agencies who are attempting to solve community problems. Participate in some of the community recreational programs. I feel an effective teacher is one who has a well-rounded personality. She must be a person who sees the school, home and the community working as a unit to help in the development of our youth.

III. Attitude Toward Other Groups

1. What contacts did you have with people who are different from you during your student teaching?

Because of the school I was in I worked with students whom I would classify as being in the middle or upper middle social and economic group. There were one or two in higher and lower socio-economic groups.
As far as religious differences I am not aware that there were students from various religious backgrounds, but I'm sure there were different faiths represented in the class. You see religion is something personal to me. As long as you live what you believe and not use it only as a "Sunday coat" I can't see why religion should be a limitation as to individuals opportunities for growth. There was only one student in the group whose record and his class behaviors indicated he was a slow learner. I felt a little inadequate in knowing how to help him at times. I wish we would have had some course in which we could see how to work with the slow learner as well as the fast learner. Here again my supervising teacher was a wonderful guide. She very effectively helped me to think through learning experiences that would be of value to this student.

2. Suppose you were to have students who are different from you in your classes. What will that mean to you?

I'm surely happy that in my student teaching experience I had the opportunity to work with the slow learner. I feel a little more secure as to how to work with them. Skin coloring, or religion, or family financial status does not influence my attitude toward students. I do now know that what I teach will need to be presented in such a manner as they will understand. I fully realize that I must teach according to their need. This means constant planning with the students to be sure they are aware of their needs. It also means evaluating with the student to see if their needs have been met.

3. What experiences in your student teaching, besides actual classroom teaching, do you believe helped you to better understand the high school student?

I believe attending the basketball games helped me to see the importance of the teacher being interested in her students activities. Those boys would come over to me and try to explain the plays. They were so proud to be able to tell me what was taking place. Then, planning a class party, which I helped chaperone was an experience which helped me see how well they can think
through and plan if permitted to go ahead on their own. I also had the opportunity to spot some of the class leaders. I also saw what members of the group were accepted by all class members. My experience with the mothers at the Mothers Club meeting gave me some additional background information about some of my students. My supervising teacher permitted me to see all the records on my students and this helped so much. After I had seen the records, she and I discussed the students so I felt I really knew them. My supervising teacher was most helpful in calling to my attention any information I needed to know about my students.
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