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To the Graduate Council:

I am submitting herewith a thesis written by Mary Jane Scott entitled "In-service Educational Needs of a Selected Group of Homemakers Who Entered or Re-entered the Teaching of Homemaking." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Home Economics Education.

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IN-SERVICE EDUCATIONAL NEEDS OF A SELECTED GROUP
OF HOMEMAKERS WHO ENTERED OR RE-ENTERED
THE TEACHING OF HOMEMAKING

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Mary Jane Scott
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CHAPTER I

INTRODUCTION

The increasing tendency of homemakers who have qualified to teach homemaking, but have never taught or have not taught for several years, to enter or re-enter the teaching profession has been reported for more than a decade. The importance of providing special in-service education for these teachers has been pointed out by leaders in home economics education, but little evidence in regard to the kinds of help the teachers need or desire has been reported.

A. STATEMENT OF THE PROBLEM

The major purpose of this study was to identify those professional problems which seemed to be unique to a selected group of teachers who had entered or re-entered the teaching of homemaking after a period of five or more years between their pre-service preparation and recent employment or between periods of employment. The underlying purpose was to determine the problems which had implications for persons or groups who were concerned with planning in-service educational programs for these teachers.

The following questions served as guides in making the study:

1. What were some of the home, school, and community situations which might affect the professional problems of the teachers?

2. How were the teachers planning, carrying out, and evaluating their programs?

3. What professional preparation and experience had the teachers had before entry or re-entry into teaching?

4. What methods had the teachers used to continue professional growth?

5. What services did the teachers desire from state supervisory staffs and college or university faculties in home economics education?

B. HYPOTHESIS AND ASSUMPTIONS

The hypothesis was that the professional problems of teachers who entered or re-entered the teaching of homemaking after a period of five or more years between pre-service preparation and employment or between periods of employment will not differ from the professional problems of teachers who have been teaching homemaking continuously for five or more years.

The assumptions of the study were: (1) teachers who had entered or re-entered the teaching of homemaking after a period of being away from the profession would be aware of some of their problems and would be willing to report them;

(2) the persons concerned with planning in-service education in home economics might plan more effective programs if they had a better understanding of the needs of this group; (3) professional problems of these teachers might be identified from data secured through a questionnaire.

C. IMPORTANCE OF THE STUDY

The study seemed to be important to the field of home economics education for three reasons: the shortage of homemaking teachers in the secondary schools of the nation, the potential source of homemaking teachers from homemakers who have specialized in home economics at the college level and are not gainfully employed, and inadequate data for use in planning in-service educational programs in terms of effectiveness in meeting the needs of homemakers who have recently entered or re-entered the teaching profession.

At the time of this study the shortage of homemaking teachers had been critical for more than ten years. In 1948, for example, the United States Office of Education reported that the demand for home economics teachers continued to exceed the supply. It was necessary to close some homemaking departments in several states because homemaking teachers were not available (17, p. 24). In 1958, the Research Division of the National Education Association (46, p. 45) reported that the secondary schools of the

United States employed 4,562 new home economics teachers in 1957-58. The number of 1957 college or university graduates who were prepared to teach home economics was 4,625, but slightly less than two-thirds of these planned to teach. Secondary schools, therefore, had to secure 1,579 home economics teachers for the school year 1957-58 from sources other than recent graduates of colleges or universities. These figures were based on actual employment. Past experience indicated that additional teachers were needed in schools that desired to expand their homemaking departments or to establish departments for the first time. Additional teachers were needed to take care of expanding enrollments in many high schools.

No one, at the present time, can predict how long the shortage of homemaking teachers will continue, but the trend toward early marriages and the increasing enrollments in the secondary schools indicate that the problem will exist in the years ahead. Marriage and homemaking claimed 12.3 per cent of the college graduates in home economics education in 1957, but only 6.6 per cent of the women graduates who had prepared for all types of teaching service (46, p. 44). Data collected from teacher education institutions in the Central Region of the United States indicated that more than one-third of the home economics education majors who graduated between 1947 and 1950, but did not take a teaching

position, were married and not gainfully employed one year after graduation (32, p. 309).

Public school enrollments have increased about one million pupils per year since 1950-51. The estimated enrollment in secondary schools during 1958-59 was 10,300,708 pupils--ten pupils for every seven enrolled during 1950-51 (39, p. 3). A projection of the total school age population in forty-eight states and the District of Columbia for each of the years from 1959 through 1963 indicates that there will be an annual increase of over one million persons from ages five to seventeen years (40, pp. 3-4). The teacher shortage, therefore, seems likely to continue into the future.

A potential source of qualified teachers is mature women who are college graduates, but who are not in the labor force. A rough estimate based on 1952 figures indicates that there are at least one-half million women in the United States through age fifty-four who are college graduates, who are not gainfully employed, and who have no children under five years of age (75, p. 5). A considerable number of these homemakers have graduated from college with majors in home economics education, while some have recently returned to institutions of higher education to complete their preparation for teaching. Many of these women have already been employed to teach homemaking in secondary schools (17, p. 24).

The in-service education of these teachers is especially important, for it should be planned to bridge the gaps which may have occurred in their professional and subject-matter knowledge while they were out of the profession. Little research, however, has been reported which provides data dealing with the in-service educational needs of homemakers who have entered or re-entered the teaching of home economics. Norton (50) reported a study with such a group of home economists and indicated that they had problems in bringing their preparation up-to-date, in carrying out certain phases of teaching, and in combining teaching and homemaking. It seemed important to give further consideration to the problem of married women returning to the profession after a nonteaching period in order to learn whether the difficulties reported by these teachers were unique to them or might be problems of any married homemaking teacher and to obtain additional information for use in planning in-service education for this group of teachers.

D. DEFINITION OF TERMS

Administrator

The superintendent of the local or county school district or the principal of the public school in which a given teacher is employed.

FHA

The Future Homemakers of America, an organization to which high school students who are or have been enrolled in home economics classes may belong.

Home Economics Education

"Professional courses offered at the senior college and graduate levels for prospective teachers and teachers in service in the field of home economics" (21, p. 271).

Homemaker

One who is engaged in homemaking; that is, one who is maintaining a home with husband and/or one or more children.

Homemaking Education

A program of study

. . . designed to help girls and boys gain some homemaking skills and an understanding of human relationships which will help them to achieve more satisfying home living in their families today and later as they marry. . . .

.
Some attention may be given to related wage-earning opportunities if persons who have certain homemaking skills are in demand in a particular community (69, p. 1).

The term was used interchangeably with home economics and homemaking programs in the secondary schools.

Homemaking Teacher

The secondary school teacher of home economics; the term was used interchangeably with that of home economics

teacher.

In-Service Education

Activities on the part of employed teachers that contribute to their professional growth and qualifications; for example, travel, professional reading, participation in supervisory and curriculum development programs, attendance at summer session course, etc. (21, p. 550).

Problem

"Any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking" (21, p. 414).

Professional Education

Courses designed to prepare one for the profession of teaching.

Supervisor

The state supervisor, the chief, or the director of home economics education (or homemaking education) in the State Department of Education.

Teacher Education

All the formal and informal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively (21, p. 550).

Teacher-Education Institution

Any educational institution concerned with the conduct of activities regarded as significant in the professional education of teachers and whose program is given appropriate recognition by agencies responsible for the certification of teachers (21, p. 289).

Unique Problem

One which is different from all others; one which seems especially important to the group studied.

Vocational Home Economics

A program of education for homemaking which meets the requirements of a state plan for vocational education for reimbursement from federal funds for vocational education.

E. LIMITATIONS OF THE STUDY

The study was confined to a selected sample of home economics teachers in eight of the twelve states in the Southern Region of the United States--Alabama, Arkansas, Georgia, Mississippi, North Carolina, Oklahoma, Tennessee, and Texas. It was limited to the examination of data collected from two groups of white teachers of vocational home economics, administrators of the public schools employing the two groups of teachers, and state supervisors of home economics education from the eight states. The teachers participating in the study were limited to two groups with the following descriptions:

Group I

The teachers in Group I:

1. Had entered or re-entered the teaching of vocational home economics after a period of five or more years between pre-service preparation and employment or between periods of employment.

2. Were maintaining a home with husband and/or one or more children.

3. Were in their first, second, or third year of teaching after entry or re-entry into the profession.

4. May or need not have had teaching experience before their present employment.

Group II

The teachers in Group II:

1. Had been teaching vocational home economics continuously for five or more years.

2. Were maintaining a home with husband and/or one or more children.

F. METHODS OF PROCEDURE AND SOURCES OF DATA

A letter explaining the purpose of the study and asking for cooperation was sent in July, 1958, to state supervisors of home economics education in nine of the twelve states in the Southern Region of the United States.

(See Appendix A.) Letters were not sent to three supervisors

in the region, since the teachers in those states had participated in a recent study (50) which dealt with some factors affecting home-economist homemakers who had gone into teaching homemaking after a nonteaching period. The supervisors agreed to cooperate in four ways: (a) supply the names and addresses of two groups of white homemaking teachers who came within the limits of the study; (b) supply the names and addresses of the administrators of the schools employing these teachers; (c) lend support to the study in whatever manner was considered appropriate; and (d) fill in a brief questionnaire dealing with the professional problems of these teachers.

A brief outline of the study, including the criteria by which the homemaking teachers were to be selected, was mailed to the supervisors in August, 1958. (See Appendix A.) Two supervisors were unable to compile the lists of teachers, but one of the state supervisors who had participated in Norton's study agreed to cooperate. The states participating, then, were: Alabama, Arkansas, Georgia, Mississippi, North Carolina, Oklahoma, Tennessee, and Texas.

Development of the Questionnaires

Four questionnaires for use in collecting data were developed during the summer of 1959. A review of the literature revealed problems of beginning teachers and married women, some of which seemed pertinent to this study; Group I,

in reality, could be considered as beginning teachers. Discussions with teachers, administrators, and supervisors suggested other items to be included in the instruments.

The structure and some items of the questionnaires to be used with the homemaking teachers were adapted from forms developed by the Home Economics Research Committee of the Home Economics Education Section of the American Vocational Association for use in a study of teacher satisfactions conducted in 1947 (24, pp. 90-92). The questionnaires were divided into two parts. The first part was designed to obtain information about the teachers such as home, school, and community situations; the homemaking program; and educational and professional experiences which might be related to their in-service educational needs. Provision was made on the forms sent to the teachers to enable them to check the items which more nearly described their situations and to add other items or to fill in blanks. The second part of the form consisted of a series of statements concerning problems which these teachers might be expected to have. The statements were classified in seven categories: relations with others, homemaking program, activities outside the classroom, teaching load and home responsibilities, attitudes toward home economics, the teaching of home economics, and in-service education. These statements were arranged in

spirals to avoid the teachers' reacting to all items in a given category as a whole. It was believed that this reaction might serve to check on the consistency of their responses and that responses might be more nearly representative of honest opinions. The statements could be checked "yes," "uncertain," or "no." A slightly different form was prepared for each of the two selected groups of teachers. (See Appendix B.)

Very brief instruments were developed for collecting information from administrators and supervisors. (See Appendix B.) A selected group of professional problems of homemaking teachers which the administrators and supervisors might be expected to recognize and about which their views might differ from those of the teachers were listed for checking.

Tentative forms were presented to the investigator's sponsoring committee, after which revisions were made. Each questionnaire was tested during the early fall of 1959 by using it with five persons who were representative of the groups to be used in the study. The teachers were asked to report the length of time required in completing their questionnaires.

The results of this trial were analyzed to determine whether all items were completed and whether the responses indicated that the meaning of each item was clear. Some

revision was made in wording and spacing of items in the questionnaires, but the length of the forms for teachers was not changed. An average of thirty-five minutes which was reported for completing the forms was considered short enough to warrant asking other teachers to participate in the study.

Selection of the Sample

The entire group of teachers listed by supervisors as meeting the criteria for Group I was included in the study. The entire group of teachers listed by a state supervisor as meeting the criteria for Group II was included when the number was equal or nearly equal to the number of teachers in Group I in that state. A random sample was selected from the remaining lists of Group II teachers so that in each state approximately the same number of teachers would be participating in Group II as in Group I.

Collection of Data

The revised questionnaires were mailed in early January, 1959, to the two selected groups of homemaking teachers and their administrators. A brief outline of the study, a letter asking for cooperation, and a stamped, self-addressed envelope were enclosed with the questionnaires. (See Appendix B.) A questionnaire was mailed to the state supervisors at the same time, along with copies of the forms which were sent to the teachers and administrators. One

follow-up letter was sent to the teachers and administrators who had not responded within approximately three weeks after the mailing of the questionnaires. (See Appendix B.)

A summary of the questionnaires sent and returned follows:

	<u>Number Sent</u>	<u>Number Returned</u>	<u>Per Cent Returned</u>
State supervisors	8	8	100.00
Group I teachers	106	95	89.62
Group II teachers	106	98	92.45
Group I administrators	103	88	85.44
Group II administrators	100	89	89.00

The exact degree to which each of the teachers recommended met the criteria set up for the selection of the group could not be determined, but, insofar as was possible, the questionnaires from those who did not meet specifications were deleted from the group. Five administrators returned blank questionnaires, reporting that the teachers in question were not employed by the schools or did not qualify for the study. Fourteen forms returned by the teachers were discarded because the teachers apparently did not meet the criteria set forth for the group to which they had been reported as belonging or because the questionnaires were not completed.

The usable questionnaires were as follows:

	<u>Number</u>	<u>Per Cent</u>
Group I teachers	85	80.19
Group II teachers	94	88.68
Group I administrators	83	80.58
Group II administrators	89	89.00

Treatment of Data

The statements in the questionnaires to which teachers and administrators responded "yes," "uncertain," or "no" were summarized in Tables XXXVI and XXXVII, respectively, and appear in Appendix C. The remainder of the data reported by the teachers, administrators, and supervisors was tabulated and presented in Chapters III, IV, and V with interpretations.

G. ORGANIZATION OF THE STUDY

The problem to be considered in this study is presented in Chapter I. Statement of the problem, hypothesis and assumptions, importance of the study, definitions of terms, limitations of the study, methods of procedure and sources of data, and organization of the study are included.

Chapter II reviews selected studies which were closely related to this investigation.

Some of the home, school, and community situations of the two selected groups of homemaking teachers are reported

in Chapter III. An analysis of the relation of these situations to in-service educational needs of the teachers is made.

The homemaking programs of the two groups of teachers as reported by the teachers, their administrators, and supervisors are described in Chapter IV.

An analysis of the educational and professional experiences is made in Chapter V. The types of in-service education which teachers in Group I desired are reported.

Chapter VI includes a summary of the report, conclusions, and implications.

CHAPTER II

REVIEW OF RELATED RESEARCH

Selected studies which reported findings pertinent to this investigation will be reviewed under the following headings: the home economist as homemaker and teacher, problems of new teachers in various subject-matter fields, problems of new teachers of home economics, problems of married women workers, in-service education in public schools, and in-service education in home economics.

A. THE HOME ECONOMIST AS HOMEMAKER AND TEACHER

One study which was directly related to the present one was designed and reported by Norton (50). The purpose of the investigation was to identify and describe some of the factors relating to the entry or re-entry of home-economics educated homemakers into the teaching of homemaking after a nonteaching period. The four factors studied were: (a) the values to the educational program in employing home-economics trained homemakers as homemaking teachers; (b) the educational preparation the homemakers had to make for teaching homemaking after a nonteaching period; (c) the teaching job--its difficulties, successes, and satisfactions, and (d) the dual role of homemaker and teacher.

The data were collected in the spring of 1955 through questionnaires completed by one hundred twenty homemakers who were teaching homemaking after a nonteaching period, ninety-six administrators of the schools employing these teachers, and ten state supervisors of home economics education. The following states participated in the study: Arizona, Arkansas, Colorado, Indiana, Nebraska, New Hampshire, New Jersey, Oregon, South Carolina, and Virginia.

The findings of Norton's study indicated that these homemaking teachers had the greatest difficulty with curriculum organization, especially in planning a program including all areas of homemaking; use of instructional materials and methods; family-centered teaching; co-operative planning; use of group procedures; and use of recent information in home economics subject-matter areas. Clothing and food were reported most frequently by the teachers as the areas causing difficulty for some or giving satisfaction to others.

Norton's study seemed to point up the need for improving the in-service education program in home economics through:

1. State supervisory staffs of homemaking education expanding their services to provide closer supervision and more frequent follow-up for persons entering teaching after a period of not teaching.
2. In-service teacher education programs continuing to emphasize curriculum organization, the methods

and materials of teaching, and using recent developments in home economics subject matter areas.

3. Providing more conferences, study groups, and summer school courses planned especially for home-economist homemakers going into teaching, but organizing some of these to include also teachers with current experience.
4. Expanding opportunities for inter-school visitation.
5. Local schools continuing to develop their orientation services to new and returning teachers.
6. All the persons concerned with the reorientation of home-economist homemakers as home-making teachers making a special effort to give encouragement and help build confidence in the contribution these persons can make to the educational program (50, pp. 196-97).

B. PROBLEMS OF NEW TEACHERS IN VARIOUS SUBJECT-MATTER FIELDS

Studies dealing with the problems of new teachers have been reported from various sections of the country. Cable (8) reviewed ten investigations which revealed that difficulties which confronted teachers differed from state to state or from community to community. The problems of the teachers from any one area might fall under one or more of the following broad classifications: morale, personality, mental health, instructional methods, salaries, administrative procedures and routine, physical health, and working conditions.

Wellbank (79), in a study reported in 1953, attempted to discover whether the various teaching fields had any relation to the number and kind of problems which confronted beginning teachers. A group of new teachers in Illinois, representing fourteen areas or combinations of areas of subject matter, one of which was home economics, responded to twenty-four problems through questionnaires and interviews. There appeared to be no homogeneity in the groupings of subject-matter areas with respect to the average number of problems or toward either minimum or maximum number of problems checked. Six problems, however, seemed to be common to these high school teachers regardless of what they taught. In rank order, they were: caring for individual differences of pupils, motivating pupils, securing and using teaching aids, planning instruction, maintaining discipline, and helping pupils develop initiative.

The National Education Association (42) conducted a nation-wide survey in April, 1955. One of the purposes of the study was to compile facts on personal and professional traits and characteristics which might be helpful in analyzing and evaluating the problems of beginning teachers.

The study was limited to public school teachers in their first year of teaching anywhere and to public school systems in centers of 2,500 population. Data were collected by questionnaire from 2,600 teachers, representing 52 per

cent of a stratified random sample.

The findings indicated that approximately three-fifths of the teachers were single and two-fifths were married, widowed, or divorced. One-fourth (26 per cent) of them reported that they had begun their teaching from one to five or more years after they had received their preparation. Early marriage, the birth of a child, and work for a year or more in another field appeared to be the major causes for delay in beginning a teaching career.

Seven first-year teachers out of eight, approximately, belonged to a local teachers association; five out of six belonged to a state teachers association; and two out of five belonged to the National Educational Association. More than 50 per cent of these teachers attended at least one-half of their professional meetings, while two out of ten teachers attended none. Married women tended to stay out of professional organizations in larger proportions than did single beginning teachers.

These first-year teachers received more help from fellow classroom teachers than from anyone else. They needed help in making out records and reports, understanding and using services of the school, planning for and working with the gifted or retarded pupils, handling disciplinary problems, and understanding and using courses of study and curriculum guides. The differences in the amount of help

needed by these teachers and the amount of help which they received were great. Few problems seemed to exist in the areas of teaching a subject for which the teacher was not prepared, differences between philosophies of education held by teacher and principal of the school, and restrictions made upon the teacher's personal life.

C. PROBLEMS OF NEW TEACHERS IN HOME ECONOMICS

A study designed to identify problems recognized by beginning vocational home economics teachers was reported by Spillers (61). A questionnaire was submitted in February, 1958, to 148 beginning teachers in Iowa, Illinois, Wisconsin, Nebraska, Minnesota, and South Dakota.

Spillers concluded, on the basis of the findings in 138 completed questionnaires, that beginning teachers recognized many problems in teaching vocational home economics. She found no significant difference in the problems recognized by teachers who taught in towns of varying sizes, who taught other subject matter areas and home economics or home economics only, and who taught only senior high school classes or a combination of junior and senior high school classes.

The activities recognized by beginning teachers as presenting the most difficulties to them included working with the Future Homemakers of America, arousing and holding

pupil-interest, obtaining help from parents in unit planning, adapting materials for slow learners, organizing advisory councils, finding time to plan adequately, and leading a class to self-evaluation. These findings appeared to have implications for both pre-service and in-service educational programs.

Coleman (10) examined the duties and responsibilities assumed by fifty first-year homemaking teachers in seven states. The techniques of free response through interviews, logs, questionnaires, and open-end questions were used to secure the data from the teachers who were selected on the basis of region, size of school, and type of homemaking program. The 250 reported responsibilities were classified in nine categories: human relations, counseling and guidance, disciplinary problems, curricular duties, in-service education, school lunchroom responsibilities, general routine duties, services rendered to the school, and care and maintenance of the homemaking department.

There was evidence throughout the study that the teachers worked effectively with individuals and groups, participated in the guidance programs of the schools, assumed multiple curricular duties to the best of their ability and experience, gave time to nonclassroom activities, rendered service to their communities, and recognized their inadequacies. On the other hand, many teachers felt

inadequately prepared to handle guidance responsibilities and 52 per cent experienced perplexing conduct situations. One-third of the first-year teachers participating in the study felt inadequately prepared to advise FHA Chapters. An analysis of 1,139 class periods revealed that these teachers emphasized skills in foods and clothing to the neglect of other areas.

Coleman suggested that stimulating in-service educational programs should be planned for first-year teachers; for example, workshops in which consultants, supervisors, administrators, and teachers democratically participate and explore the newer concepts in homemaking education.

Roskie (57), in her study, attempted two things: to determine what those people responsible for planning high school homemaking programs considered appropriate for beginning teachers as differentiated from the program that was expected of experienced teachers and to plan a pre-service program for beginning teachers and a graduate program for experienced teachers.

A check list of characteristics of high school homemaking programs was sent to supervisors, administrators, beginning teachers, parents, and students in eleven western states and Hawaii. A program for inexperienced teachers and one for experienced teachers were outlined from responses received from 516 persons.

Fourteen beginning teachers in Montana tried out the program considered desirable for inexperienced teachers. Their success was evaluated by the teachers themselves, their administrators, the parents, and the students. The evaluations indicated that the teachers were successful in planning and buying for the department, seeking support for the program in the community, coordinating homemaking with other subjects, planning the curriculum with students, making FHA an integral part of the program, supervising home experiences through conferences, participating in school-wide projects, assisting with guidance programs, and serving meals to community groups as a learning experience. These teachers were less successful in handling budgets and accounts, getting parents to assist in program planning, organizing adult programs, providing experiences with small children for high school students, extending homemaking to elementary pupils or to boys, supervising home experiences through home visits, and teaching subject matter related to community problems such as housing, marriage relations, and parent education.

The results of Roskie's study indicated that assistance in the use of advisory groups, in organizing and teaching adult classes, in teaching mixed groups, and in department planning should be provided through in-service education. Newsletters, weekend or evening conferences, and short courses held at a time and place convenient to the

teachers were suggested as a means of providing in-service education to homemaking teachers.

A follow-up study of forty University of Wisconsin graduates in home economics education who accepted teaching positions in 1946 and in 1949 was reported by Jones (28). These beginning teachers reported problems in planning and teaching units, planning the curriculum, and motivating pupil interest. One-third of them reported problems related to inadequate space, equipment, and library facilities. Some of the teachers indicated that they had problems with nonclassroom activities.

The in-service educational experiences reported by these teachers were attendance at conferences and meetings and conferences with individual people, especially with administrators and other teachers. The assistance which they recommended included more adequate teaching facilities, conferences or meetings, especially small groups with other home economics teachers, and visits from teacher trainers.

D. PROBLEMS OF MARRIED WOMEN WORKERS

Three recent studies pointed out some of the problems which confronted married women in the United States when they entered the labor force, many after an interval of no gainful employment. The Women's Bureau (73) conducted a study in twenty-eight cities in areas of marked industrial expansion,

located in different geographic regions of the United States, to learn more about child care of employed mothers. In many families, working mothers found themselves subject to considerable apprehension either for the welfare of their children if they continued to work or for the financial well being of the family if they quit work. There was ample evidence that these apprehensions affected absenteeism and turnover in industry.

The full extent of the need of these working mothers for day care for their children was not determined, but there was evidence that facilities were not sufficient to meet the demands. In almost all the areas visited, the existing agencies were overcrowded, having waiting lists two or three times as great as their capacity for service. Sometimes the location of these centers was not convenient to the mother's necessary transportation route to and from work.

The Women's Bureau concluded that the majority of children of working mothers must receive day care from relatives, friends, neighbors, nursemaids employed by the family, or commercially operated homes.

Komarovsky (29, pp. 185-89) conducted and analyzed a series of intensive interviews with married women who had graduated from college and were working. She found that the husband's attitude appeared to be the crucial factor in the success or failure of these employed homemakers. Factors

which played a part in the husband's reactions to his wife's employment were his emotional make-up and the general quality of his marriage. Komarovsky's cases did not include wives who earned much more than their husbands nor couples with two very demanding careers.

The National Manpower Council (47) designed its sixth publication, Womanpower, to contribute to a fuller understanding of the role of women in the working population. It conducted conferences in different parts of the nation to gather from employers a first hand account of their policies, practices, and problems in dealing with women in paid employment. It collected information from other individuals, government departments, and various college or university departments.

The findings from the conferences indicated that employment practices varied from field to field and from region to region. Substantial differences were found among companies in the same field. Employment of women was frequently governed by traditional attitudes such as public opinion against the employment of women and the ideas that certain jobs were not suitable for women. The two most widespread complaints made by employers against married women workers were absenteeism and turnover. Some employers reported that older women were likely to be inflexible and have difficulty in getting along with supervisors and fellow workers. Some

employers, on the other hand, reported that stability, loyalty, and capacity for steady work on the part of the older women seemed to outweigh any undesirable qualities they might have.

The National Manpower Council suggested that the following problems faced married women in their middle or late thirties when they considered entry or re-entry into gainful employment: how to prepare for the work, how to adjust to keeping a schedule set by others when they had been their own boss for years, how to secure adequate counseling, and how to meet the responsibilities of the job and at the same time discharge their responsibilities at home.

Many women have met these problems satisfactorily, but others are seeking more effective ways to solve them. The National Manpower Council suggested that state governments in cooperation with local communities, educational institutions, employers, and labor unions might initiate surveys to determine whether existing training facilities are adequate to meet the needs of mature women who want to work and in what ways mature women can be helped to meet the requirements for employment in semi-professional occupations where shortages existed.

E. IN-SERVICE EDUCATION IN PUBLIC SCHOOLS

The importance of continuing professional growth has been given increasing emphasis for the past ten or fifteen years by local school boards, administrators, State Departments of Education, and teacher education institutions. It is generally recognized that pre-service programs in teacher education, whether four or five years in length, cannot complete the development of competent teachers and that the process of development should continue in service. Certain phases of the preparation which the teachers in service received a few years ago may be inadequate today and should be brought up-to-date.

Mort and Vincent (36, p. 13) suggested that in-service education was important because developments in educational psychology have made for changes in methods of teaching, and developments in society have made for changes in the services which schools are called upon to render. Research adds each year to our knowledge of child development, principles of learning, psychiatry, mental health, human relations, and all subject-matter areas. Scientific developments are remaking our way of life. The school curriculum should be evaluated continuously and adjusted in the light of these changes.

Some attention was given to in-service education in past years and efforts were made to learn more about the practices which were being followed in public schools.

Weber (78), in 1943, reported the techniques of in-service education being used in a selected sample of 118 schools belonging to the North Central Association of Secondary Schools and Colleges. The most frequently used methods were traditional, inspectorial, supervisory, and individualistic. The administrators and teachers seemed doubtful that these techniques would result in improving instruction. A co-operative approach to in-service education was reported by only about one fourth of the schools.

Somewhat different findings were reported in 1946 by the Commission on Teacher Education of the American Council on Education (11, pp. 118-79). The in-service educational programs in twenty-six cooperating public schools tended to focus attention on concerns of the teachers growing out of situations rather than on academic subjects. The issues receiving most attention were child study as a guide to curriculum development, community needs, improvement of school community relations, the working situations of teachers, and the personal interests of teachers. The methods most often employed by these schools for working on teacher concerns were small study groups, summer workshops organized and conducted in the local school or on a university campus, and conferences of different types.

Capehart (9) reported in 1953 a study of the in-service educational program of the Oak Ridge (Tennessee)

Schools. The teachers participating in the program seemed to have improved in their ability to provide for individual differences; to plan and work with parents, pupils, and other teachers; to understand problems, needs, and interests of students; and to enjoy teaching.

Tower (65) made a survey in 1956 of the orientation practices of ninety-one schools in the United States known for their constructive programs for helping beginning teachers. The techniques which were reported as having the most value in inducting new teachers into the school system were handbooks on administrative policies and procedures, pre-school conferences and consultant services.

A nation-wide survey (18), published in 1952, pointed out that in-service education programs were in operation in public school systems in all of the states of the United States. Nine staff members of the Office of Education over a period of two and one-half years visited at least one school system in each state. The schools visited were those which had been identified by the various State Departments of Education as having good school programs. The Committee emphasized that it reported practices as they were observed and that these practices might not be typical of those found throughout the various states.

The in-service educational programs which were described by the Committee were varied in content and

organization, but seemed to have the following common purposes: to supplement previous educational experiences, to solve problems peculiar to the local situation, and to assist teachers in keeping up-to-date with educational developments. A wide variety of activities were included in the various programs--pre-school workshops, summer workshops, workshops held during the school year, organized courses, study groups, and teachers' meetings.

F. IN-SERVICE EDUCATION IN HOME ECONOMICS

In-service education in home economics is especially important because rapid changes which directly affect the home are taking place in society. Homes of the future may be air conditioned with solar heating and cooling. Furniture may be built-in or be a part of the actual construction of houses. Homemakers may be cooking with electronic ovens, preserving food with radiation, and using fabrics unheard of five years ago. The homemaking teachers should continue to gain new knowledge and skills and develop new attitudes, approaches, and materials if the quality of their teaching is to be strengthened.

Many states no longer issue life certificates to teachers. Certificates tend to be issued for a specified number of years and to continue to be valid only after certain specified professional requirements, usually earned

credit hours in courses designed to improve the work of a teacher, are met. Such training would seem to be important for the home economics teachers, especially for those who have entered or re-entered teaching after a lapse between preparation and employment or between periods of employment. Since such teachers may have maintained little contact with the profession during the nonteaching period, college courses or experiences designed to meet their problems might be expected to improve their teaching and increase the satisfactions they receive from their jobs.

Two recent studies dealing with in-service education in home economics have been reported. The purpose of an investigation designed by Vossbrink (77) was to secure information in regard to in-service educational programs for home economics teachers in order that: persons concerned with developing such programs might have some reliable data upon which to base them; promising techniques might be discovered which would encourage teachers to grow professionally; and the findings might be implemented in the Michigan in-service educational program.

Two procedures were used to collect data: an examination of the literature and research findings for structuring the program; and the use of questionnaires to obtain information and reactions with respect to in-service program plans, procedures, and evaluation measures. Information

was collected from state supervisors in home economics education, field workers in home economics education, home economics teachers in the public schools of Michigan, and superintendents of public schools in Michigan.

The findings indicated that the in-service education programs in home economics were changing, but the procedures used at that time were supervisory and individualistic with little emphasis on group processes. The use of cooperative planning was limited and the methods used for evaluating progress were highly subjective. The promising techniques of in-service education reported were conferences, clinics, meetings, supervision, and follow-up programs. Less frequently used activities were professional reading, membership in professional organizations, and individual conferences.

The implications for an in-service educational program based on the needs revealed in the study were that: wise administrative leadership is important; the program should originate from the expressed needs of the teachers; the program should meet the changing needs of a changing democratic society; the program must be balanced; and evaluation must be an inherent part of the program.

Laws (31), in a study published in 1956, attempted: to analyze the status of in-service education for homemaking teachers in Delaware; to learn the extent to which teachers

were participating in the present program; to learn the factors which limited teacher participation in the program; to learn the types of courses and services considered helpful in meeting teachers' needs; and to formulate recommendations for a program of in-service education.

Data were collected by questionnaire from sixty-three teachers of home economics and twenty-three high school administrators in Delaware. Personal interviews were held with the teacher-trainers in two teacher education institutions, with the state and city supervisors of home economics education, and with personnel in the certification and record office in the Delaware State Education Department.

The findings indicated that the teachers, administrators, and supervisors differed in their viewpoints in regard to the major needs of teachers, when the three groups checked a series of statements relating to the professional needs of teachers.

Improved teaching in line with current practice, better understanding of the concept of family-centered teaching, and better understanding of curriculum planning were checked most often by teachers. The administrators reported that the teachers needed a better understanding of the philosophy and aims of present-day education, a better understanding of the philosophy and aims of homemaking education, and techniques of cooperative planning. The

supervisors of home economics suggested that the teachers needed a better understanding of human relations and working with others, a better understanding of child and adolescent psychology, and a better understanding of the philosophy and aims of present-day education.

The teachers in Delaware reported that the chief sources of in-service education were summer courses at the University of Delaware and varied services from the State Department of Education. The factors which limited their participation in existing programs were cost, travel, distance from their home to the University of Delaware, family responsibility, and lack of time. More than 50 per cent of the teachers indicated that family responsibility prohibited their studying for advanced degrees. A majority of them held membership in the State Home Economics Association, but few were members of the Vocational Education Association. The majority of the teachers attended professional meetings held in the state.

Both the teachers and the administrators valued the visits to beginning teachers by supervisors as a means of helping the teachers meet their problems. Other supervisory services which were ranked high were those which helped teachers with materials and methods of teaching homemaking.

In-service educational activities which the teachers desired were workshops of two or three weeks held in an area

of the state near their homes; extension courses; periodic meetings of home economics teachers held near their homes; demonstrations of new technical processes presented in various fields of subject matter; and the development of practical courses in home economics.

G. CHAPTER SUMMARY

This chapter has presented a review of research which focused on the problems and needs of (a) the home economist as homemaker and teacher, (b) the new teachers of various subject-matter fields, (c) the new teachers of home economics, and (d) married women who were gainfully employed. Selected studies in regard to in-service education in the public schools and in home economics were also reviewed. The findings in the studies relating to the problems and needs of beginning teachers and married women who work outside the home pointed up some problems which might be expected to relate to the problems and needs of homemakers who have college degrees in home economics and have entered or re-entered the teaching of homemaking. The findings in the studies relating to the in-service educational programs of public schools were inconclusive as to whether the needs of homemakers who have entered or re-entered the teaching of homemaking were being met.

CHAPTER III

HOME, SCHOOL, AND COMMUNITY SITUATIONS OF TWO SELECTED GROUPS OF HOMEMAKING TEACHERS

This chapter presents and interprets data reported in 1959 by teachers and administrators in regard to home, school, and community situations of the cooperating teachers in eight southern states. The points which will be discussed are composition of family, reasons for teaching, means of transportation to school, size of community, type of school, instructional load, conference periods, school responsibilities not related to teaching homemaking, extra-class time, equipment, financial support, employment practices of local school boards, attitudes toward home economics, and relations with others.

A. PERSONAL DATA

A knowledge of certain aspects of home and family conditions under which teachers work is important in helping them to analyze and evaluate their professional problems, some of which may stem from home situations. Prewett (53, pp. 84-85) reported that conflicts between home duties and school duties might have prevented teachers from doing their best teaching.

The Home and Family Situation

The marital status of the teachers, the number of children in each family, and the age range of the children within the family are presented in Table I. Adults in the home other than the teachers and/or their husband are included, too. The teachers were maintaining a home for themselves and/or their husband and children; 97.65 per cent of those in Group I and 93.76 per cent in Group II were married; 2.35 per cent of those in Group I and 6.38 per cent of those in Group II were widowed or divorced; 91.76 per cent in Group I and 96.81 per cent in Group II had children. The number of children in the family varied from none to six, with the mode being two. Approximately one-half of the teachers in Group I (45.88 per cent) and one-eighth of those in Group II (12.76 per cent) reported having from one to three children of pre-school age.

The assumptions might reasonably be that the family responsibilities of the teachers who had children under six years of age would be greater than those of teachers who had no children under six years, and the performance of home responsibilities might affect adversely the performance of certain professional responsibilities. Two of the most widespread complaints against women workers in industry were that, compared with men, they had higher rates of absenteeism and turnover. Absenteeism was particularly high among

TABLE I

COMPOSITION OF THE FAMILIES OF TWO SELECTED GROUPS
OF HOMEMAKING TEACHERS, 1958-1959

Composition of the families of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Marital Status:				
Total	85	100.00	94	100.00
Married	83	97.65	88	93.62
Widowed or divorced	2	2.35	6	6.38
Number of Children:				
Total	85	100.00	94	100.00
None	7	8.24	2	2.13
One	16	18.82	31	32.98
Two	32	37.64	43	45.74
Three	20	23.53	11	11.70
Four	5	5.88	4	4.26
Five	3	3.53	1	1.06
Six	1	1.18	0	0
No response	1	1.18	2	2.13
Age Range of Children:^a				
All under 2 years	2	2.35	3	3.19
All from 2 to 6 years	10	11.76	3	3.19
All under 6 years	14	16.47	6	6.38
All from 6 to 18 years	31	36.47	57	60.64
All over 18 years	4	4.70	10	10.64
All under 2 to 18 years	25	29.41	7	6.38
All 6 to 18 or over	4	4.70	12	12.77
Other Adults:				
None	77	90.59	78	82.98
Mother or mother-in-law	3	3.53	10	10.64
Father or father-in-law	0		1	1.06
Parents or husband's parents	3	3.53	1	1.06
Others	4	4.71	4	4.25

^aPercentages will total more than 100 since the first two age ranges are included in the third age range.

married women with young children. When illness or an emergency occurred in the family, the woman was the one who generally took time off from her job (47, p. 94).

The responses to four statements in Table XXXVI (Appendix C) were checked to determine whether the presence of pre-school age children in the homes of these teachers appeared to have influenced the performance of their professional duties. Six of the eight teachers in Group I who responded "yes" to statement 12 (p. 192), "My home responsibilities prevent my attending teachers' conferences or professional meetings which I think I should attend," reported having children under six years of age. The two teachers in Group II who responded similarly to the statement reported no pre-school age children in the home. Twenty-two of the thirty-eight teachers in Group I who responded "no" to statement 18 (p. 194), "My home and school schedules provide time for making home visits," had children under six years of age. Only four of the twenty-one teachers in Group II who responded "no" to the statement reported having children under six years of age. Ten of the seventeen teachers in Group I who said "yes" to statement 30 (p. 196), "My home responsibilities are such that I am unable to participate in professional organizations," had pre-school age children in the home. One of the six teachers in Group II who said "yes" to the statement reported having a child under six years of

age. Six of the seven teachers in Group I who said "yes" to statement 36 (p. 198), "I need to give so much time and attention to my family that my teaching is less effective than it should be," reported having pre-school age children. One of the two teachers in Group II who responded "yes" to the statement reported having a child under six years of age.

Three-fourths of the administrators in both groups reported that their homemaking teachers did not allow home responsibilities to interfere with school responsibilities (Item 14, Table XXXVI, page 193). The findings in Norton's study were similar (50, p. 52). She reported that only 22.9 per cent of the administrators indicated "distraction of family" and 18.8 per cent of them reported "burden of home duties" as disadvantages in employing home-economist homemakers as homemaking teachers.

The attitude of family members toward the work of the homemaking teachers participating in this study appeared to be favorable. Eighty-four of the teachers in Group I and ninety-two of those in Group II responded "yes" to statement 50 (page 200), "My family is willing to make adjustments that aid me in carrying on both my home and teaching responsibilities." Norton's study (50) indicated that family co-operation and approval and adjustments in family responsibilities seemed to be essential to the successful combination of the role of homemaker and teacher.

Nine out of ten teachers in Group I and eight out of ten teachers in Group II reported no adults other than their husbands and themselves living in the household. This finding seemed to be in line with a trend reported by Myrdal and Klein (37, p. 25). They reported that the structure of the present-day family was changing from that of the past. Fewer maiden aunts, grandmothers, or other adults lived within the family circle, and separation of the generations was becoming an accepted family pattern. It would seem that in most cases the pre-school age children of these home-making teachers were cared for outside the home during the day or cared for in the home by baby sitters employed by the family. Five of the teachers who reported having children under six years of age said there were other adults living in the household.

Reasons for Teaching

The predominant reasons reported by the teachers in Group I for entry or re-entry into teaching were: economic necessity, urged to teach, and needed outside interests (Table II). Many teachers reported two or more reasons for teaching. More than one-half of the teachers checked "economic necessity" and of that group one-half reported having children under six years of age. Five of the seven teachers who had no children checked economic necessity as a reason for teaching. More than three-fifths of the teachers

TABLE II
REASONS FOR TEACHING AS REPORTED BY A SELECTED
GROUP OF HOMEMAKERS WHO ENTERED OR RE-ENTERED
THE TEACHING OF HOMEMAKING, 1958-1959

Reasons checked or listed by teachers in Group I	Number ^a	Per Cent ^a
Economic necessity	46	54.12
Urged to teach	35	41.18
Needed outside interests	31	36.47
Like to work or teach	13	15.29
Vacancy occurred	2	2.35
No response	1	1.18

^aThe total number will be more than 85 and the percentage more than 100; some teachers checked more than one reason.

checked "urged to teach" as one reason for teaching. Approximately one-third of that group reported pre-school age children in the family.

Economic motive has been in the foreground of a considerable number of studies dealing with women who work outside the home. Norton (50, p. 190) reported that financial reasons and the teacher shortage were predominant among those causing home-economist homemakers to enter teaching, but these reasons were often coupled with a need for new interests and creative outlets.

Pidgeon (52, pp. 8-29) pointed out that the majority of working women in seven union groups reported support of self or others as their primary reason for working. The importance of economic necessity as a reason for women working was shown by the high proportion (36 to 78 per cent) in each union group who used all or most of their earnings for daily needs such as food, clothing, rent, and medical care.

Myrdal and Klein (37, pp. 86-146), on the other hand, pointed out that increased expenses for home-help, nursery care, laundry bills, clothes, fares, and taxation may render the financial incentive to accept work outside the home of little or no importance. They suggested that economic necessity may have been replaced, at least to some extent, by other factors such as need of company, preference for

more congenial work, and a wish to be financially independent. A sense of vocation had influenced some women in their desire to work after marriage. This was found particularly true among teachers, nurses, and other social workers. A feeling of social responsibility had probably inspired some women to continue work.

It was not surprising that such a large group of homemaking teachers reported that they were urged to teach. Administrators and local school board members may have exerted a great deal of pressure upon those homemakers who were prepared to teach home economics if the homemaking departments were in danger of being closed for lack of qualified teachers. Some states reported, as far back as 1948, that some homemaking departments were closed because teachers could not be found, while many positions were filled with married women returning to teaching after being out of the field for some time (17, p. 24). The tendency to fill homemaking teaching positions with married women appeared to be increasing. For example, the percentage of married teachers of vocational home economics in Arkansas had risen from 56.05 in 1948-49 to 76.69 in 1958-59 (25).

The responses of the homemaking teachers cooperating in this study to statement 27, "I am teaching after marriage largely because I like teaching homemaking," might be interpreted as a contradiction to the reasons they gave for entry

or re-entry into teaching. Sixty-two of the teachers in Group I said "yes" to the statement (Table XXXVI, page 196). Their "yes" response, however, could imply that these home-makers preferred teaching to working in business or in another field of home economics. Several occupations related to home economics would be open to college graduates, especially to those with majors in home economics education. Maul (34) reported that the demand for college graduates by industry, commerce, and governmental agencies had increased in the last decade. The demand for home economics college trained women in fields other than teaching has probably added to the shortage of home economics teachers.

The responses of the teachers to statement 9, "Teaching is the best job I can get which will permit me to fulfill my family responsibilities," tended to substantiate the evidence presented by industry that the home, children, and husband continued to be woman's primary concern (47, pp. 315-16). Three-fourths of the teachers in Group I and seven-tenths of those in Group II responded "yes" to this statement (Table XXXVI, page 192).

Transportation to School

More than nine out of ten teachers in both groups reported that they used personal cars as the usual means of transportation from home to school (Table III). This proportion was much higher than the 68 per cent of all employed

TABLE III

THE USUAL MEANS OF TRANSPORTATION TO SCHOOL USED BY TWO
SELECTED GROUPS OF HOMEMAKING TEACHERS, 1958-1959

Means of transportation used by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	87 ^a		95 ^b	
Personal car	78	91.76	87	92.55
Car pool	3	3.53	2	2.13
Bus	0	0	0	0
Walk	6	7.06	6	6.38

^aTwo teachers reported using personal car and walking; the total is more than 100 per cent.

^bOne teacher reported using personal car and walking; the total is more than 100 per cent.

persons in the United States who were reported as driving automobiles to work (5, p. 42).

Two factors may have influenced these teachers to use cars as the mode of travel to school. The shift in population from the rural areas and cities to the suburbs has increased over the last decade so that a car is considered a necessity in many families. Seventy-three per cent of the families in the United States own cars and 12 per cent own two or more (5, p. 37). Supervision of home projects, making home visits, and teaching adults in the community are integral parts of the vocational home economics program. Owning a car or having access to one is a virtual necessity in carrying out these phases of the program.

B. SCHOOL AND COMMUNITY SITUATIONS

Conditions in the classroom, within the school, and in the community have been reported as affecting the quality of teaching (53, p. 84). Industry, also, has provided evidence that conditions under which employees work affect their production through either increasing or decreasing their morale (35, p. 77).

Population of the Communities

Four-fifths of both groups of homemaking teachers cooperating in this study seemed to be located in communities of less than 10,000 population, with 58.82 per cent of Group I

and 43.62 per cent of Group II teaching in centers of less than 2,500 population (Table IV). One teacher in Group I and three teachers in Group II reported that they were teaching in cities having a population of 50,000 or more. This distribution of teachers tended to correspond with the distribution of urban and rural population in the various states in which the teachers were teaching. The rural population exceeded 50 per cent of the total population in six of the eight cooperating states (66, p. 18).

The distribution of teachers according to size of community seemed to be such that one group was no more favorably located than the other group. Spillers (61, p. 37) reported that there was no significant difference in the problems recognized by beginning vocational home economics teachers who taught in towns of varying sizes. It has been reported, however, that teachers of home economics tended to be better satisfied when teaching in larger population centers (24, p. 64).

Type of Schools

The teachers in both groups (91.76 and 89.36 per cent, respectively) tended to report that they were teaching either in consolidated, rural schools or urban, senior high schools (Table V, page 54). The grade level of homemaking taught by the two groups of teachers would be expected to be somewhat similar. Conant (12, p. 11) reported that a common practice in a

TABLE IV

POPULATION OF COMMUNITIES IN WHICH TWO SELECTED GROUPS OF
HOMEMAKING TEACHERS WERE TEACHING, 1958-1959

Population reported by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	85	100.00	94	100.00
Less than 500	17	20.00	18	19.15
500 to 999	16	18.82	9	9.58
1,000 to 2,499	17	20.00	14	14.89
2,500 to 9,999	18	21.18	36	38.30
10,000 to 49,999	14	16.47	10	10.64
50,000 or over	1	1.18	3	3.19
No response	2	2.35	4	4.25

TABLE V

TYPE OF SCHOOLS IN WHICH TWO SELECTED GROUPS OF HOME MAKING
TEACHERS WERE TEACHING, 1958-1959

Type of schools reported by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	85	100.00	94	100.00
Consolidated rural	40	47.06	39	41.49
Senior high urban	38	44.70	45	47.87
Junior high urban	4	4.71	3	3.19
County high	2	2.35	2	2.13
Small rural	0	0	2	2.13
Junior and senior high	1	1.18	3	3.19

three-year senior high school in America was to consider the tenth grade as the sophomore year. Grades nine through twelve were usually considered as a unit though grade nine may have been in the junior high school.

Instructional Load

A summary of the class enrollment, the number of different class preparations made daily, and the level of homemaking taught is presented in Table VI. The class enrollment of 76.47 per cent of the teachers in Group I and 71.29 per cent of those in Group II was less than one hundred pupils. Slightly more than one-half of the teachers in both groups had less than seventy-five pupils enrolled in their classes. This was much less than the median of 129.3 pupils reported in 1955-56 for secondary school teachers in the United States (44, p. 28).

The National Commission on Teacher Education and Professional Standards of the National Education Association (41, p. 47) recommended in 1947 that the total number of pupils taught by a teacher of academic subjects in secondary schools should not exceed one hundred per day. The Commission on Secondary Schools of the North Central Association of Secondary Schools and Colleges (55, p. 140) stated in 1955 that thirty pupils in a class and five lengthened periods (fifty-five minutes) daily per teacher were maximum

TABLE VI

SUMMARY OF THE INSTRUCTIONAL LOAD OF TWO SELECTED
GROUPS OF HOMEMAKING TEACHERS, 1958-1959

Instructional load of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Class Enrollment:				
Total	85	100.00	94	100.00
Less than 50 pupils	19	22.35	22	23.40
50 - 74 pupils	25	29.41	27	28.72
75 - 99 pupils	21	24.71	18	19.15
100 - 124 pupils	20	23.53	20	21.28
125 or more pupils	0	0	7	7.45
Number of Different Class Preparations Daily:				
Total	85	100.00	94	100.00
Two or less	16	19.83	19	20.21
Three	36	42.35	39	41.49
Four	24	28.23	20	21.28
Five or more	9	10.59	15	15.96
No response			1	1.06
Level of Homemaking Taught:				
Total	85	100.00	94	100.00
Grades 10, 11, and/or 12	14	16.47	15	15.96
Grades 9, 10, 11, and/or 12	52	61.17	62	65.97
Grades 7, 8, and/or 9	3	3.53	1	1.06
Grades 7 through 11 and/or 12	5	5.88	3	3.19
Grades 8 through 12	6	7.06	4	4.25
Grades 8 through 10	0	0	1	1.06
Grades 9 through 10	1	1.18	2	2.13
Grades 8 through 9	1	1.18	2	2.13
Grade 9 only	2	2.35	4	4.25
Grade 10 only	1	1.18	0	0

limits. The Commission did not recommend these figures as ideal, however.

The point at which these homemaking teachers believed that they had large pupil loads was checked through their responses to statement 24, "The number of students I teach permits me to do effective work with them" (Table XXXVI, page 195). Slightly more than two-thirds of the teachers in both groups (71.77 and 69.15 per cent, respectively) said "yes" to this statement. The teachers in Group I whose class enrollments were from seventy-five to ninety-five pupils, compared with the teachers in Group II whose class enrollment numbered 125 or more pupils, tended to say "yes" to the statement. The study, Factors Affecting the Satisfaction of Home Economics Teachers (24, pp. 44-45), reported that teachers felt that, with less than seventy-five pupils, they could do effective work, but more than 125 pupils tended to result in less effective work.

The wide difference of opinion among these teachers in regard to the number of pupils with whom they could work effectively might have been influenced by such factors as length of period, grade level of pupils, ability of pupils, available resources, and ability and experience of the teachers themselves. An examination of the total teaching load of teachers would seem important in order to determine whether a reduction or shift in responsibilities or help in management is needed.

Teachers' opinions about load may be influenced by the number of different class preparations made daily and the grade level taught. Three-fifths of both groups of teachers (62.18 and 61.70 per cent, respectively) reported that they made three or less different class preparations daily. A low proportion of both groups reported making five or more different class preparations daily. Jones (28, p. 54) reported that 60 per cent of the beginning teachers cooperating in her study made three daily preparations.

The responses to statement 54, "I have to get ready for too many classes and conferences," indicated that the major proportion of the teachers felt the number of classes they taught was satisfactory (Table XXXVI, page 201). Three-fifths of those in Group I and approximately three-fourths in Group II responded "no" to this statement. The teachers who reported five or more different class preparations tended to respond "yes" to the statement. The study, Factors Affecting the Satisfaction of Home Economics Teachers (24, p. 45), indicated that teachers tended to say that more than three or four different class preparations daily were too many.

More than four-fifths of the homemaking teachers cooperating in this study (82.35 and 88.30 per cent, respectively) reported that they were teaching home economics at the ninth-grade level or above, with the majority of them

teaching grades nine through eleven and/or twelve. These findings were to be expected since vocational education, including home economics, was designed to meet the needs of persons over fourteen years of age or of persons who had attained a ninth-grade status (67, p. 12).

Conference Periods

The state plans for vocational home economics education describe how the statutory provisions and essential characteristics of the program are to be met. One essential characteristic is that supervision of home and community experience be provided (67, p. 15). State plans usually specify that a conference period shall be scheduled for the home economics teacher.

Table VII presents the number of conference periods reported by the teachers and the length of periods in minutes. Four or more conference periods per week were reported by a high proportion of the teachers cooperating in this study (74.12 and 67.66 per cent, respectively). More than two-thirds of the teachers in Group I reported conference periods of fifty or more minutes, while 50 per cent of those in Group II failed to indicate the length of conference periods. Nine teachers in Group I and five in Group II reported that they had no conference period. Increasing enrollments and demands for offerings in home economics could

TABLE VII

TIME WHICH WAS AVAILABLE TO TWO SELECTED GROUPS OF HOMEMAKING
TEACHERS FOR HOLDING PUPIL CONFERENCES, 1958-1959

Periods free for holding pupil conferences by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Number:				
Total	85	100.00	94	100.00
None	9	10.59	5	5.32
One to 3 per week	13	15.29	14	14.89
Four to 5 per week	46	54.12	59	62.78
More than 5 per week	17	20.00	14	14.89
One period each 4th week	0	0	1	1.06
No response	0	0	1	1.06
Length:				
Total	76 ^a		89 ^b	
30 minutes	0	0	1	1.06
45 minutes	5	5.88	3	3.19
50 minutes	3	3.53	1	1.06
52-53 minutes	2	2.35	0	0
55 minutes	15	17.65	12	12.77
56 minutes	1	1.18	0	0
60 minutes	34	40.00	24	25.53
70 minutes	0	0	1	1.06
75 minutes	2	2.35	0	0
No response	14	16.47	47	50.00

^aNine teachers reported no conference period.

^bFive teachers reported no conference period.

be resulting in some teachers' having no scheduled conference periods.

School Responsibilities Other Than Teaching Homemaking

The teachers in both groups reported that they assumed a variety of responsibilities not related to teaching home economics (Table VIII). The percentage of teachers who assumed these responsibilities varied from group to group, but the over-all load for both groups appeared to be equally distributed with one exception. Twenty teachers in Group I (23.53 per cent) compared with ten in Group II (10.64 per cent) reported that they taught classes other than home economics. Problems in teaching these classes could be expected if the teachers were unprepared to teach in the subject-matter field assigned to them. Spillers (61, p. 37), however, reported that there was no significant difference in the problems recognized by beginning teachers who taught home economics classes only and by those who taught home economics classes and other subject-matter classes.

Extra-Class Time Spent Weekly

The average amount of time spent each week on such activities as home visits, bus duty, clubs, serving banquets, and work with adults was estimated by the homemaking teachers (Table IX, page 63). More than one-half in each group (57.65 and 59.57 per cent, respectively) reported that they spent

TABLE VIII

SCHOOL RESPONSIBILITIES NOT RELATED TO THE TEACHING
OF HOMEMAKING WHICH WERE ASSUMED BY TWO SELECTED
GROUPS OF HOMEMAKING TEACHERS, 1958-1959

School responsibilities reported by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
None	7	8.24	7	7.45
Supervise school lunch	12	14.12	10	10.64
Plan menus	0	0	2	2.13
Sponsor a class	50	58.82	56	59.57
Do bus duty	18	21.18	15	15.96
Teach nonhomemaking classes	20	23.53	10	10.64
Supervise study hall	26	30.59	18	19.15
Supervise home room	1	1.18	10	10.64
Do hall, lunch, or detention hall duty	14	16.47	11	11.70
Serve one or all banquets	5	5.88	5	5.32
Sponsor various groups	9	10.59	10	10.64
Assist during ball games	3	3.53	8	8.51
Others	6	7.06	12	12.77

TABLE IX

EXTRA-CLASS TIME SPENT WEEKLY BY TWO SELECTED GROUPS
OF HOME MAKING TEACHERS, 1958-1959

Extra-class time per week spent by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	85	100.00	94	100.00
Less than 5 hours	19	22.35	12	12.77
Five to 10 hours	49	57.65	56	59.57
Ten to 15 hours	12	14.12	23	24.47
Over 15 hours	4	4.70	2	2.13
No response	1	1.18	1	1.06

from five to ten hours weekly on activities outside the classroom. The administrators tended to report that the homemaking teachers did their share of school activities outside of the classroom (Table XXXVII, page 204). The median hours spent weekly in 1955-56 on extra-class activities by secondary school teachers in the United States was 10.7 (44, p. 28).

The attitudes of these teachers toward extra-class time was checked through responses to statement 42, "Too many school and community jobs are expected of me as a homemaking teacher" (Table XXXVI, page 199). Three-fifths of the teachers in both groups (58.82 and 60.64 per cent, respectively) responded "no" to this statement. Those teachers who reported more than ten extra-class hours weekly tended to say that too many school and community jobs were expected of homemaking teachers; twenty-four teachers out of forty-one reporting ten or more extra-class hours weekly responded "yes" to statement 42. The findings in the study, Factors Affecting the Satisfactions of Home Economics Teachers (24, p. 46), indicated that teachers did not feel "too many school and community jobs were expected" of them when they were able to report less than the equivalent of ten class periods a week on club activities, home visiting, community experiences, and others.

Equipment in the Homemaking Departments

The over-all objective in homemaking education is the improvement of home, family, and community life.

The rooms and equipment for homemaking education play an important part in the attainment of this objective to the extent that they: (1) provide an effective setting in which to work, (2) afford opportunity for evaluating equipment for home use, (3) set attainable standards for the homes in the community represented, (4) demonstrate the possibilities of new or improved equipment for the home, and (5) provide for teaching all areas of homemaking regardless of the size of the department (33, p. 1).

Departments equipped to teach all phases of homemaking were reported by approximately two-thirds of the homemaking teachers cooperating in this study (Table X). Less than one-fifth of the teachers (18.82 and 19.15 per cent, respectively) reported that the departments were equipped to teach only foods and clothing. These findings indicated that considerable improvement had been made in homemaking departments since 1948, when one-third of the teachers participating in a nation-wide study (24, p. 35) reported that they worked in departments equipped to teach all phases of home economics and nearly two-thirds reported that they worked in departments equipped to teach only food and/or clothing.

More than one-half of the teachers cooperating in this study, however, considered the equipment inadequate. One-third of the teachers in both groups (32.94 and 36.17 per cent, respectively) responded "yes" to statement 44, "We

TABLE X

PHASES OF HOMEMAKING FOR WHICH HOME ECONOMICS DEPARTMENTS
WERE EQUIPPED AS REPORTED BY TWO SELECTED GROUPS
OF HOMEMAKING TEACHERS, 1958-1959

Phases of homemaking for which departments were equipped as re- ported by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	85	100.00	94	100.00
All phases	56	65.88	64	68.08
Food and clothing	16	18.82	18	19.15
Several	12	14.12	12	12.77
No response	1	1.18	0	0

have adequate equipment for teaching all phases of home-making" (Table XXXVI, page 199). One-half of those who reported having equipment to teach all phases of home economics responded "no" to statement 44.

Teachers' opinions of what constitutes adequate equipment may be influenced by such factors as class organization--all pupils doing the same thing at the same time or various groups engaged in different activities simultaneously--and size of classes.

The number of teachers reporting equipment for teaching only food and clothing, has implications for state supervisors and school administrators. State plans are required to show the kinds of schools and equipment to be used in the vocational program. State boards of vocational education are responsible for determining that the plant and equipment of any school or class are adequate to carry out the purposes for which the vocational education program was established (67, p. 3).

The teachers' desire to teach all phases of home-making and the pupils' interest in all phases of the program appeared to be related to whether the department was equipped for teaching all phases. Approximately one-half of the teachers in both groups responded "no" to statement 21, "I would like teaching of homemaking better if I could teach only one phase" (Table XXXVI, page 194). The majority

of the teachers in both groups who responded "no" to this statement reported that their departments were equipped to teach all phases of the program. Slightly less than two-thirds of the teachers in both groups responded "yes" to statement 26, "Pupils in my classes are interested in all phases of homemaking" (Table XXXVI, page 196). The majority of the teachers in both groups who responded "yes" to the statement reported that their departments were equipped to teach all phases of the program.

The success of a school program is dependent upon having certain supplies and materials to implement appropriate learning experiences. The responses of the teachers to statement 52, "Provisions of inadequate funds for the department makes my work difficult," indicated that more than two-fifths of both groups (43.53 and 44.69 per cent, respectively) had problems related to inadequate funds (Table XXXVI, page 201). A fund adequate for the operation of one program might be inadequate for another program. State supervisory staffs and teacher education institutions should continue to work with homemaking teachers and the administration in setting up criteria for evaluating the adequacy of funds provided for the operation of a local program. The criteria may need frequent revisions because of rises in the cost of living and changes in the curriculum.

Some of the problems related to inadequate funds might be partially solved through better planning and

management. One-half of the teachers in both groups (48.23 and 50.00 per cent, respectively) indicated that they had problems in planning a budget for the department (Statement 8, Table XXXVI, page 191). The difficulty, on the other hand, could be lack of funds with which to plan. The teachers tended to say they had difficulty in planning a budget when they reported inadequate funds. The majority of the administrators reported that their homemaking teachers planned and followed a budget (Item 13, Table XXXVII, page 204).

Employment Practices of Local School Boards

The administrators reported that the local school boards tended to employ married women to teach homemaking on the basis of their qualifications (Table XI). The "teacher shortage," "marital status," or "being established and influential persons in the community" appeared to have little influence on employment practices in the schools which employed these teachers. The employment practices of the local school boards and the attitude of the people in the communities in regard to married women teachers tended to be consistent. A high proportion of both groups of teachers responded "no" to statement 25, "I believe there is considerable feeling in this community against married women teaching" (Table XXXVI, page 195). These findings tended to be similar to those reported in two recent studies.

TABLE XI

POLICIES OF LOCAL SCHOOL BOARDS IN EMPLOYING MARRIED WOMEN
TO TEACH HOME MAKING AS REPORTED BY TWO GROUPS
OF ADMINISTRATORS, 1958-1959

Policies reported by the administrators	Group I		Group II	
	Number	Per Cent ^a	Number	Per Cent ^a
Employs married women because of teacher shortage	1	1.20	0	0
Employs married women on basis of quali- fications	78	93.97	86	96.63
Prefers married women	0	0	1	1.12
Employs married women because they are established and in- fluentia in community	2	2.41	2	2.25
Prefers single women	0	0	1	1.12
Others	1	1.20	1	1.12
No response	2	2.41	0	0

^aPercentages will total more than 100, since several administrators reported two or more policies.

A survey of urban public school systems in 1951 (45, p. 29) indicated that in 41 per cent of the systems married women were appointed as teachers on an equal basis with single teachers; in 51 per cent of the systems there were limitations or restrictions; and in 8 per cent no married women were employed. Norton (50, p. 38) reported that approximately two-thirds of the administrators cooperating in her study employed home-economist homemakers on the basis of qualifications.

Attitudes Toward Home Economics

Home economics in the past has received both favorable and unfavorable criticism by critics of education, administrators, other teachers, and citizens in the community. The homemaking teachers participating in this study tended to report that favorable attitudes toward home economics existed in their schools and communities. Three-fourths (76.47 per cent) of the teachers in Group I and nine-tenths (90.43 per cent) of those in Group II responded "no" to statement 3, "In this school, home economics is considered largely as a field for pupils of low social and/or mental levels" (Table XXXVI, page 190). Teachers in Group I tended to say "yes" to the statement more often than did the teachers in Group II. Teachers such as those in Group I may need help from administrators and supervisors in interpreting

to the school and community the contributions that home economics can make to the educational program.

It should be remembered that those teachers reporting these attitudes were teaching in the Southern Region. The extent to which this finding would be true throughout the United States might be questioned. Enrollment in homemaking classes in public schools in the Southern Region, however, tends to be larger than that in the other regions. For example, in 1937, the total home economics enrollment in federally-aided, day-school classes in twelve Southern States was 59,982 pupils, 39.6 per cent of the total enrollment of 194,781 pupils in the United States (72, p. 82). The home economics enrollment of girls in federally-aided day-school classes in the twelve Southern States in 1957 was 448,600, 51.7 per cent of the enrollment of 866,802 girls in the United States (68, p. 33). These facts seemed to substantiate the findings in this study in regard to favorable attitudes toward home economics. Slightly less than one-third (30.2 per cent) of the teachers participating in a study in 1947 (24, p. 40) reported that home economics was considered largely as a field for pupils of low social and/or mental levels. Teachers in the Southern and Central Regions tended to report the opposite more frequently than did teachers in the North Atlantic and Pacific Regions.

Teachers may sometimes be critical of each other and of the fields of subject matter outside their immediate interests. Approximately two-thirds of the homemaking teachers in both groups responded "no" to statement 51, "Some teachers in this school are critical of home economics" (Table XXXVI, page 201). The number of teachers responding "yes" to this statement suggested that more effective communication among the faculty members might be needed. The homemaking teachers should strive to relate themselves to other teachers so that mutual understanding of the various departments within the school might be developed.

Table XII presents the administrators' opinions concerning the attitudes of other teachers in the local school or the people in the community toward home economics. Both groups of administrators in general reported that the homemaking program was considered an essential part of education in the school and community. More administrators of teachers in Group II than those of Group I tended to report that the homemaking department was set apart from other departments in the school and that homemaking teachers used different methods of teaching from those used by other teachers. Few administrators reported that other teachers resented federal aid to the homemaking program.

TABLE XII

RESPONSES OF TWO GROUPS OF ADMINISTRATORS TO STATEMENTS
CONCERNING THE ATTITUDE TOWARD HOME ECONOMICS HELD BY
TEACHERS AND PEOPLE IN THE COMMUNITY, 1958-1959

Statements concerning the attitude and responses of the administrators	Group I		Group II	
	Number	Per Cent ^a	Number	Per Cent ^a
Home economics is an essential part of educa- tion in the school and community.	79	95.18	82	92.13
Home economics is set apart from other depart- ments in the school.	5	6.02	10	11.23
Homemaking teachers use different methods of teaching from those used by other teachers.	2	2.41	13	14.61
Teachers resent federal aid to the homemaking program.	4	4.82	6	6.74
Others	0	0	6	6.74
No response	1	1.20	0	0

^aPercentages will total more than 100, since several administrators reported two or more attitudes.

Relations with Others

There is evidence that work is more pleasant and effective if workers enjoy the people around them and their relations are good. A summary of how homemaking teachers cooperating in this study felt about their relations with others is presented in Table XIII. A high proportion of both groups of teachers indicated that they got along well with administrators, teachers, pupils, and people in the community.

Working with teen-age pupils appeared to present little difficulty to the majority of these teachers. Eighty-one of those in Group I (95.29 per cent) and ninety-two in Group II (97.87 per cent) responded "no" to the statement, I have difficulty in working with teen-agers." The responses to the statement, "I am bothered with disciplinary problems," appeared slightly inconsistent with responses to the previous statement. Eight teachers in Group I (9.41 per cent) reported that they were bothered with disciplinary problems, whereas only three (3.53 per cent) had indicated difficulty in working with teen-agers. The two factors do not necessarily represent the same meaning and disciplinary problems could have arisen in classes, study hall, lunchroom, and detention hall with pupils below teen-age. These findings are similar to those reported by Norton (50, p. 180). The home-economist homemakers who participated in her study reported no disciplinary problems, but 4 per cent of them recommended

TABLE XIII

RESPONSES OF TWO SELECTED GROUPS OF HOMEMAKING TEACHERS TO
STATEMENTS CONCERNING RELATIONS WITH OTHERS, 1958-1959

Statements and responses to them by the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
My relations with the admin- istration are pleasant.				
Yes	84	98.82	93	98.94
Uncertain	1	1.18	0	0
No	0	0	1	1.06
No response	0	0	0	0
There is a fine spirit among the teachers in this school.				
Yes	68	80.00	77	81.92
Uncertain	12	14.12	4	4.25
No	5	5.88	9	9.58
No response	0	0	4	4.25
Most people in the community cooperate with the home- making teacher(s).				
Yes	81	95.29	87	92.55
Uncertain	2	2.35	5	5.32
No	1	1.18	2	2.13
No response	1	1.18	0	0
I have difficulty in working with teen-agers.				
Yes	3	3.53	1	1.06
Uncertain	0	0	1	1.06
No	81	95.29	92	97.88
No response	1	1.18	0	0
I am bothered with dis- ciplinary problems.				
Yes	8	9.41	1	1.06
Uncertain	0	0	1	1.06
No	76	89.41	92	97.88
No response	1	1.18	0	0

that teacher-education institutions provide more opportunity for bringing teachers up-to-date on the psychology and guidance of teen-agers. The findings in Coleman's study, on the other hand, indicated that beginning homemaking teachers experienced perplexing conduct situations and were unable to handle them effectively.

Table XIV presents the administrators' viewpoint in regard to the relations of their homemaking teachers with parents, pupils, and other teachers. The opinion of the administrators tended to be consistent with those of the teachers. Apparently these teachers had taken a positive approach to relations with others and had developed satisfying relationships.

C. CHAPTER SUMMARY

Home, school, and community situations were reported in this chapter. Almost 100 per cent of the two groups of teachers were maintaining homes for themselves, their husbands, and one or more children. Few homes had other adults living as a member of the family group. A larger proportion of teachers in Group I than in Group II reported having pre-school age children. Predominant reasons for teaching as reported by Group I teachers were economic necessity, having been urged to teach, and need for outside interests.

TABLE XIV

RESPONSES OF TWO GROUPS OF ADMINISTRATORS TO
STATEMENTS CONCERNING THE RELATIONS OF THEIR
HOMEMAKING TEACHERS WITH OTHERS, 1958-1959

Statements concerning the teachers and responses of the administrators	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Maintains good relations with parents and other adults in the community.				
Yes	74	89.16	84	94.38
Uncertain	8	9.64	2	2.25
No	1	1.20	2	2.25
No response	0	0	1	1.12
Establishes good relations with pupils.				
Yes	76	91.57	83	93.26
Uncertain	6	7.23	3	3.37
No	1	1.20	1	1.12
No response	0	0	2	2.25
Works well with other teachers.				
Yes	78	93.98	82	92.14
Uncertain	4	4.82	3	3.37
No	0	0	1	1.12
No response	1	1.20	3	3.37

The majority of the teachers were teaching in consolidated rural schools or urban senior high schools; approximately one-half of the teachers were located in centers with a population of less than 2,500. The total class enrollment of approximately three-fourths of the teachers was less than one hundred pupils. Slightly more than three-fifths of the teachers made three or less different class preparations daily. The grade levels of homemaking taught by the majority of the teachers were nine through eleven and/or twelve. Few teachers reported having no conference period. The homemaking teachers appeared to have assumed their share of school responsibilities not related to the teaching of homemaking. The majority of them reported that they spent less than ten hours weekly on extra-class duties.

Approximately two-thirds of the teachers reported that the homemaking departments were equipped to teach all phases of homemaking, but only one-third of them indicated that the equipment was adequate. More than two-fifths of the teachers reported that inadequate funds made their work difficult.

The administrators reported that the local school boards tended to employ married women to teach homemaking on the basis of their qualifications. The people in the community and other teachers appeared to hold favorable attitudes toward home economics, considering it an essential part

of education in the school and community. The homemaking teachers seemed to have good relations with administrators, other teachers, pupils, parents, and others in the community.

CHAPTER IV

INSTRUCTIONAL PROGRAMS REPORTED BY TWO SELECTED GROUPS OF HOMEMAKING TEACHERS

The instructional programs in homemaking as reported by teachers, administrators, and state supervisors in eight southern states are described in this chapter. The statistical data are presented in tables followed by interpretations. The phases of the programs which will be described are planning, methods of teaching, evaluation techniques, instructional materials, home and community experiences, records and reports, and evaluation of the teachers and their programs.

A. BASES OF PLANNING

Learning is more likely to be effective when the curriculum provides for a variety of experiences which grow out of or are related to pupils' interests, help to meet real needs, and provide pupils with a chance to succeed. Learning is more likely to be effective, too, when pupils participate in the selection, planning, and evaluating of these experiences (71, pp. 9-10).

A smaller proportion of teachers in Group I than of those in Group II reported that the bases for planning the homemaking program were plans of pupils, parents, and

teachers (Table XV). Slightly more than one-half of the Group I teachers (52.94 per cent) and seven-tenths of the Group II teachers (72.35 per cent) used suggestions from state or city curriculum guides in combination with plans of pupils and parents in setting up instructional programs. Approximately one out of three teachers in Group I, compared with one out of eight in Group II, based their programs on suggestions in state or city curriculum guides; while a small number in both groups (five and four, respectively) reported that the program was based on plans made by the local teachers.

The teachers in Group I, having recently entered or re-entered the profession, would be expected to be less experienced in using cooperative planning with pupils and parents and to rely more heavily upon curriculum guides as the basis for planning their programs. The curriculum guides prepared by the various states represented in this study emphasized that the materials were to be considered as suggestions only. For example, a recent guide developed in Oklahoma for one area of homemaking stated:

They [teachers] should continue to become familiar with the home background and plan cooperatively with students, parents, administrators, and others as they develop the homemaking program locally (26, p. 1).

Concrete illustrations from state supervisory staffs and teacher education institutions are probably needed in order

TABLE XV

BASES UPON WHICH TWO SELECTED GROUPS OF HOME MAKING TEACHERS
PLANNED THE HOME MAKING PROGRAMS, 1958-1959

Bases for planning home- making program as re- ported by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	85	100.00	94	100.00
Suggestions in state or city curriculum guide	28	32.94	12	12.77
Plans of local teachers	5	5.88	4	4.25
Plans of pupils, parents, and teachers	7	8.24	9	9.57
Plans of pupils, parents, and teachers plus suggestions in state or city curriculum guides	45	52.94	68	72.35
No response	0	0	1	1.06

to help these teachers develop skills in planning the program with parents, pupils, and others and in using curriculum guides only as resource materials.

Simpson (59, p. 56) pointed out that others in the community could be used in helping the learner identify problems now faced but unrecognized and problems likely to be encountered in the future. Approximately two-fifths of the teachers in both groups (44.71 and 38.30 per cent, respectively) responded "no" or "uncertain" to statement 32, "Representatives of the community, parents, and pupils assist me in planning the program" (Table XXXVI, page 197). It appeared that parents and pupils were being brought into planning the program to a greater extent than other people in the community. Teachers and pupils could be encouraged to consult with representatives of local groups and key people in the community in regard to experiences that might lead to the improvement of home and family living.

The vocational home economics curriculum is concerned with fundamental values and problems in several aspects of home living and homemaking. "Problems studied are derived from the needs and concerns of the individuals and families served . . ." (67, p. 15). The teachers in both groups tended to report that their programs were based on problems derived from the needs in the community and in several areas of home economics. One hundred per cent of those in Group II

and 95.30 per cent in Group I said "yes" to statement 14, "The homemaking program emphasizes planning, informational activities, and practical experiences in a variety of home economics areas" (Table XXXVI, page 193). Statement 2, "The homemaking offerings are based on a current analysis of home and family living needs in the community," received "yes" responses from 87.06 per cent of the teachers in Group I and from 94.68 per cent of those in Group II (Table XXXVI, page 190). The teachers who reported that their programs were not based on a current analysis of home and family living needs in the community may need help with techniques for determining needs.

B. METHODS OF TEACHING

Stiles and Dorsey (62, p. 12) stated that the goal in teaching was to guide students in their growth and development and that this goal could be accomplished through teaching procedures which emphasized developing skills and habits of self-direction. Both groups of teachers reported that their pupils assisted them in selecting, planning, conducting, and evaluating learning activities (Table XVI). Such experiences on the part of pupils might be expected to develop self-direction.

The homemaking teachers were requested to indicate whether they used certain recommended teaching procedures

TABLE XVI
LEARNING ACTIVITIES WITH WHICH PUPILS ASSISTED TWO
SELECTED GROUPS OF HOMEMAKING TEACHERS, 1958-1959

Learning activities with which pupils assisted teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
None	1	1.18	1	1.06
Selecting	70	82.35	83	88.30
Planning	74	87.06	82	87.23
Conducting	55	64.71	69	73.40
Evaluating	79	92.94	90	95.74

and to add others to the list. A summary of their responses with regard to cooperative planning, evaluation, field trips, group or committee work, and problem solving is presented in Table XVII.

The use of cooperative planning was reported by a high proportion of the teachers in both groups (94.12 and 95.75 per cent, respectively). A larger number of teachers in Group I than in Group II indicated that the use of cooperative planning was difficult for them. In-service education dealing with cooperative planning might prove worthwhile for these teachers. They may need help with techniques for stimulating interest in cooperative planning as well as in the use of the method.

Bloom (6, p. 185) defined evaluation as the making of judgments about the value of ideas, works, solutions, methods, and materials. He stated that it involved the use of criteria for appraising the extent to which particulars are accurate, effective, economical, or satisfying, and that the criteria may be either determined by the student or given to him.

Evaluation with this interpretation is an integral part of the learning process and is a way of teaching. More than nine out of ten teachers in both groups (90.59 and 96.81 per cent, respectively) reported the use of the process of evaluation. This method of teaching appeared to be no

TABLE XVII

METHODS OF TEACHING WHICH TWO SELECTED GROUPS OF HOMEMAKING
TEACHERS REPORTED HAVING USED, 1958-1959

Method ^a of teaching and ease of use by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Cooperative Planning	80	94.12	90	95.75
Ease	56	65.88	77	81.91
Difficulty	20	23.53	10	10.64
No response	5	5.88	4	4.25
Evaluation	77	90.59	91	96.81
Ease	50	58.82	61	64.89
Difficulty	22	25.88	26	27.66
No response	8	9.41	3	3.19
Field Trips	73	85.88	86	91.49
Ease	45	52.94	66	70.21
Difficulty	23	27.06	18	19.15
No response	12	14.12	8	8.51
Groups or Committee Work	78	91.76	87	92.55
Ease	59	69.41	72	76.60
Difficulty	14	16.47	12	12.77
No response	7	8.24	7	7.45
Problem Solving	72	84.71	81	86.17
Ease	35	41.18	43	45.74
Difficulty	34	40.00	35	37.23
No response	13	15.29	13	13.83
Others	10	11.76	21	22.34
Ease	7	8.24	12	12.77
Difficulty	0	0	4	4.25
No response				

^aA number of teachers reported the use of each method, but some teachers did not check whether a method was used with ease or difficulty.

more difficult for teachers in Group I than for those in Group II. Approximately one-fourth of the teachers in both groups (25.88 and 27.66 per cent, respectively) reported that they used the process of evaluation with difficulty. These results indicated that these teachers needed assistance with this method of teaching.

The field trip provides an opportunity for pupils to enlarge their classroom experiences when it is planned with care and discrimination as an integral part of the learning process. It may help the pupils to develop social adjustment and critical thinking as well as to broaden their horizons and provide tangible, practical experiences (19). The use of the field trip was reported by a smaller proportion of teachers in Group I than by those in Group II (85.88 per cent compared with 91.49 per cent). More teachers in Group I than in Group II indicated that the use of the field trip was difficult. Size of community appeared to have little if any relationship with the teachers' difficulty in using the field trip. These teachers may need help with recognizing community resources; planning with administrators, pupils, and parents in regard to the purpose of the field trip; determining when the field trip might be the most appropriate method for use in a learning situation; and how to adapt the field trip to the school schedule.

The division of pupils into groups or committees, with each group operating in various ways to accomplish its purposes, is an effective method in some learning situations. More than nine out of ten teachers in each group reported using this method of teaching and the majority of them indicated that they had no difficulty in using the method.

Problem solving as a method of teaching was reported by 84.71 per cent of the teachers in Group I and 86.17 per cent of those in Group II. The reports indicated, however, that two-fifths of both groups (40.00 and 37.28 per cent, respectively) used the method with difficulty. Coleman (10, p. 144) reported that the beginning homemaking teachers cooperating in her study neglected the use of problem solving.

The failure to use problem solving as a method of teaching and the difficulty which teachers reported in using it may be related to the problem of teaching pupils of different abilities in one class. More than two-fifths of both groups of teachers participating in this study (47.06 and 42.55 per cent, respectively) said "yes" to statement 38, "I find it difficult to teach pupils of so many different abilities in one class" (Table XXXVI, page 198). This finding has implications for both pre-service and in-service education. Experiences in identifying problems, planning approaches to problems, and practicing problem solving might

enable teachers to guide their pupils in problem solving with less difficulty. The use of the problem solving method is one means of meeting the needs of pupils with different abilities or varying levels of abilities in one class, though children with less ability may have difficulty in using problem solving.

C. EVALUATION TECHNIQUES

Evaluation is concerned with the extent and kind of changes taking place in behavior related to the specific objectives desired to result from a learning experience It employs a wide range of devices designed to secure evidence of need, with special reference to need for learning, and evidences of growth in terms of the desired objectives (71, p. 39).

The teachers were requested to check the evaluation techniques which they used and to add others to the list. The term "used" may have indicated the construction and interpretation of tests, or both. Few ready-made tests are available in the area of home economics so, in most instances, teachers probably constructed the tests they used. A summary of their responses in regard to the use of essay tests, objective tests, and self-evaluation is presented in Table XVIII.

The use of essay tests was reported by a high proportion of teachers in both groups (83.53 and 86.17 per cent, respectively). More than a third of the teachers in Group I (36.47 per cent) and more than one-fourth of those in

TABLE XVIII

EVALUATION TECHNIQUES WHICH TWO SELECTED GROUPS
OF HOMEMAKING TEACHERS REPORTED
HAVING USED, 1958-1959

Evaluation techniques ^a and ease of use by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Essay tests	71	83.53	81	86.17
Ease	36	42.35	54	57.45
Difficulty	31	36.47	26	27.66
No response	14	16.47	13	13.83
Objective tests	83	97.65	87	92.55
Ease	71	83.53	80	85.11
Difficulty	8	9.41	6	6.38
No response	2	2.35	7	7.45
Observations	75	88.23	85	90.43
Ease	63	74.12	74	78.72
Difficulty	9	10.59	9	9.57
No response	10	11.77	9	9.57
Practical tests	76	89.41	83	88.30
Ease	63	74.12	72	76.60
Difficulty	8	9.41	9	9.57
No response	9	10.59	11	11.70
Self-evaluation	77	90.59	87	92.55
Ease	35	41.18	51	54.26
Difficulty	37	43.53	36	38.30
No response	8	9.41	7	7.45
Others	2	2.35	6	6.38
Ease	2	2.35	2	2.13
Difficulty	0	0	2	2.13
No response				

^aSeveral teachers reported the use of each technique, but some teachers did not check whether a technique was used with ease or difficulty.

Group II (27.66 per cent) indicated that they used these tests with difficulty.

Essay tests have been criticized for their lack of objectivity, inadequate sampling of material, and stress on specific information. Sims (60) stated that the essay test was a projective technique which intentionally or unintentionally revealed information regarding the structure, dynamics, and functioning of the student's mental life as it has been modified by a particular set of learning experiences. Its use should be encouraged and assistance should be provided teachers in understanding the kinds of outcomes to test for, the nature of the test questions, and how to handle the results of the test.

The use of objective tests was reported by both groups of teachers, and few of them (9.41 and 6.38 per cent, respectively) indicated that they had difficulty in using the tests. Leaders in the field of evaluation have pointed out that objective tests should be designed to elicit responses that reveal comprehension, vocabulary, computational ability, critical thinking, work study habits, and knowledge (80, p. 31).

Observation as a method of evaluation was reported by approximately nine out of ten teachers in both groups (88.23 and 90.43 per cent, respectively). One out of ten teachers in both groups (10.59 and 9.57 per cent, respectively)

indicated that the use of observation in evaluating student behavior was difficult for her. The easiest type of observation is probably casual observation of the way pupils act. Systematic observation, however, which includes the analysis and recording of behavior by use of charts, checklists, or anecdotal records may prove difficult for many teachers. This method could be helpful in revealing the desires, concerns, and patterns of behavior of pupils (64, pp. 186-94). Teachers should be encouraged to use this technique, along with others, in order to get a better understanding of the child.

Practical or performance tests are used to determine the ability of pupils to do particular jobs. They have a very definite place in home economics which relies heavily on the application of Dewey's principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience (14, p. 113). Approximately nine out of ten teachers in both groups (89.41 and 88.30 per cent, respectively) reported the use of practical tests. A small percentage of teachers indicated that the use of these tests was difficult. Performance tests may be used to diagnose difficulties, predict future success, motivate learning, or measure achievement (3, p. 72). One might question whether the teachers reporting the use of practical tests had set up a situation planned to measure

skill or had merely provided a laboratory experience to teach. The making of a garment, however, according to Army (3), might be considered as a measure of performance.

The use of self-evaluation by pupils would be expected if true cooperative planning was practiced. Nine out of ten teachers in both groups (90.59 and 92.55 per cent, respectively) reported the use of self-evaluation by pupils. These proportions corresponded closely with those of the teachers in each group who reported the use of cooperative planning (Table XVI, page 86). Two-fifths of the teachers (43.53 and 38.30 per cent, respectively) indicated that they used this device with difficulty. Self-appraisal is important in the learning process and pupils need guidance in judging their growth and progress toward objectives. First efforts in self-evaluation may fall short of desirable outcomes, but continued practice under supervision should develop skill in the ability to judge growth and learning.

These findings are similar to those reported by Spillers (61, p. 37). She found that beginning teachers in vocational home economics had difficulty in leading a class to self-evaluation. Coleman (10, p. 88) reported that beginning homemaking teachers cooperating in her study needed help in the use of democratic evaluation procedures with students. Three-fifths of those teachers mentioned evaluation as an area in which they had problems. They tended to put

emphasis on grading and subject matter rather than on values and they reported that the making of tests was difficult and time consuming.

The findings in this study suggested that in-service education dealing with techniques of evaluation, especially in the use of essay tests and self-evaluation of pupils would be helpful to these teachers. Assistance with construction of tests may be needed, too. All teachers have to make tests, but homemaking teachers have to rely almost altogether on teacher-made ones since, as has been pointed out, there are few published achievement tests in the area of home economics.

D. INSTRUCTIONAL MATERIALS

The instructional materials which the homemaking teachers reported having used and the extent to which the materials were used are presented in Table XIX. A high proportion of the teachers in both groups reported that they used commercial charts, filmstrips, pamphlets or bulletins, periodicals, and teacher-made materials. They indicated that they used these materials either frequently or occasionally. Two-fifths of the teachers in Group I (41.18 per cent) and approximately one-half (48.94 per cent) of those in Group II reported that they seldom used slides. The lack of facilities for showing slides and lack of slides which

TABLE XIX

INSTRUCTIONAL MATERIALS WHICH TWO SELECTED GROUPS OF
HOMEMAKING TEACHERS REPORTED HAVING USED, 1958-1959

Instructional materials ^a and degree of use re- ported by teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Charts (commercial	84	98.82	92	97.87
Frequently	45	52.94	57	60.64
Occasionally	34	40.00	32	34.04
Seldom	3	3.53	2	2.13
No response	1	1.18	2	2.13
Filmstrips	78	91.76	92	97.87
Frequently	23	27.06	38	40.43
Occasionally	45	52.94	46	48.94
Seldom	10	11.76	8	8.51
No response	7	8.24	2	2.13
Pamphlets or bulletins	83	97.65	93	98.94
Frequently	67	78.82	81	86.17
Occasionally	13	15.29	10	10.64
Seldom	1	1.18	1	1.06
No response	2	2.35	1	1.06
Periodicals	79	92.94	90	95.75
Frequently	43	50.59	59	62.76
Occasionally	28	32.94	27	28.72
Seldom	7	8.24	3	3.19
No response	6	7.06	4	4.25
Slides	63	74.12	82	87.23
Frequently	5	5.88	7	7.45
Occasionally	23	27.06	29	30.85
Seldom	35	41.18	46	48.94
No response	22	25.88	12	12.77
Teacher-made	79	92.94	89	94.68
Frequently	57	67.06	73	77.66
Occasionally	20	23.53	14	14.89
Seldom	1	1.18	1	1.06
No response	6	7.06	5	5.32
Others	10	11.76	17	18.08
Frequently	4	4.71	11	11.70
Occasionally	4	4.71	3	3.19
Seldom	0	0		

^aA number of teachers reported the use of each type of material, but did not check the degree of use.

would be especially suitable for the teaching-learning situation may have prevented their use as instructional materials.

Fleck and Munves (20) stated that slides had wide potentialities as a visual aid; that they were inexpensive to make, were adaptable to the plans of teachers and pupils in homemaking, and were easily handled. Some teachers have made slides which fit the particular needs of their communities and have found them to be effective teaching aids. More teachers might be encouraged to make slides for use in teaching.

It was encouraging that both groups of teachers used a wide variety of teaching materials since the library facilities in the schools and communities were reported to be inadequate. A large proportion of teachers in both groups (57.65 and 44.68 per cent, respectively) reported "no" or "uncertain" to statement 20, "The library facilities in the school and community are adequate" (Table XXXVI, page 194). These teachers may need criteria for evaluating library facilities or help in securing more adequate facilities. The trend toward building a more functional library for home economics has been away from buying as many copies of any one book as the number of pupils in the class to buying a few copies of many different books at different levels of maturity. Simpson (59, p. 15) stated that resources that are appropriate for one learner in the class may be

inappropriate for another learner in the same class. Individual differences in needs, attitudes, skills, and basic abilities are factors to be considered when library materials are selected.

E. ACTIVITIES OUTSIDE THE CLASSROOM

The vocational home economics program in the local school should provide for supervision of home and community experiences and education for adults as well as for youth (67, p. 15). The responses of the teachers to statements in regard to home projects, home visits, the FHA, and adult classes are shown in Table XX.

The home experience or project phase of the program appeared to be difficult for more of the teachers in Group I than for those in Group II. Slightly less than two-fifths (37.65 per cent) of Group I teachers, compared with less than one-fifth (18.09 per cent) of Group II teachers responded "yes" to the statement, "Planning the home experience phase of the program is difficult for me." Pupil interest in home experiences or projects may have been a factor contributing to this difficulty. The statement, "My students have little interest in home projects or home experiences," received "yes" responses from 22.35 per cent of the teachers in Group I and 18.09 per cent from those in Group II.

TABLE XX

RESPONSES OF TWO SELECTED GROUPS OF HOMEMAKING
TEACHERS TO STATEMENTS CONCERNING ACTIVITIES
OUTSIDE THE CLASSROOM, 1958-1959

Statements and responses by the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Planning the home experience phase of the program is difficult for me.				
Yes	32	37.65	17	18.09
Uncertain	8	9.41	6	6.38
No	45	52.94	70	74.47
No response	0	0	1	1.06
The Future Homemakers of America chapter is an integral part of our homemaking program.				
Yes	69	81.18	87	92.56
Uncertain	8	9.41	6	6.38
No	8	9.41	0	0
No response	0	0	1	1.06
My students have little interest in home projects or home experiences.				
Yes	19	22.35	17	18.09
Uncertain	5	5.88	14	14.89
No	60	70.59	62	65.96
No response	1	1.18	1	1.06
The adults in the community are interested in attending classes in homemaking.				
Yes	21	24.70	36	38.30
Uncertain	26	30.59	20	21.28
No	37	43.53	35	37.23
No response	1	1.18	3	3.19

TABLE XX (continued)

Statements and responses by the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
No period is scheduled for meeting of the FHA chapter or other club activities.				
Yes	19	22.35	28	29.79
Uncertain	1	1.18	1	1.06
No	65	76.47	64	68.09
No response	0	0	1	1.06
I need help with planning adult work.				
Yes	52	61.18	49	52.13
Uncertain	13	15.29	10	10.64
No	18	21.18	33	35.10
No response	2	2.35	2	2.13
Directing FHA activities is difficult for me.				
Yes	41	48.24	14	14.89
Uncertain	5	5.88	8	8.51
No	39	45.88	72	76.60
No response	0	0	0	0

The teachers in both groups who had no conference period reported that the home experience phase of the program was difficult for them. However, slightly less than a third of the teachers in Group I and slightly over one-seventh of those in Group II who had conference periods reported similarly. The teachers in Group I who had more than one hundred pupils enrolled in their classes tended to report that the home experience program was difficult. The pupil enrollment of the teachers in Group II seemed to have little relation to their responses in regard to home experiences.

Teachers should be encouraged and helped to make provisions for home and community experiences as well as for experiences within the school since

The ideal learning situation for developing behavior which will enable a pupil to discharge the responsibilities and perform the activities involved in homemaking and achieving family well-being are found in the home and the community (71, p. 2).

Lack of understanding of the home situation of the pupils may have contributed to the difficulty of some teachers in planning home experiences. A high proportion of both groups of administrators (89.16 and 91.01 per cent, respectively) participating in this study reported that their homemaking teachers made home visits (Item 5, Table XXXVII, page 202). More than two-fifths of the teachers in Group I (44.71 per cent) and one-fifth of those in Group II (22.34 per cent) reported, however, that their home and

school schedules did not provide time for making home visits (Statement 18, Table XXXVI, page 194). The technique of making home visits might be difficult for these teachers. Roskie (57, p. 66) reported that beginning homemaking teachers in Montana were unsuccessful in supervising home experiences through home visits.

Home visiting is considered an integral part of the program in homemaking education. It is essential if teachers are to understand the pupils. Teachers may have to select for visiting a limited number of pupils whose homes are representative of those in the community instead of trying to visit every pupil in their classes. Parents could be invited into the homemaking departments for open house, teas, and banquets; the use of observations in class and outside and the use of questionnaires or check lists may reveal needs and interests of pupils (71, pp. 17-18).

The Future Homemakers of America is an effective means of stimulating interest in home and school experiences. It offers an opportunity for further development of pupil initiative in planning and carrying out activities related to homemaking, if it is an integral part of the program of homemaking education in the schools. The majority of both groups of administrators reported that their homemaking teachers were serving as advisers of the FHA (Table XXXVII, Item 10, page 203).

A larger proportion of the teachers in Group I than in Group II reported difficulties related to advising FHA Chapters. Four-fifths of those in Group I (81.18 per cent) and nine-tenths of those in Group II (92.56 per cent) responded "yes" to the statement, "The Future Homemakers of America Chapter is an integral part of our homemaking program." The statement, "Directing FHA activities is difficult for me," received "yes" responses from 48.23 per cent of the teachers in Group I, compared with 14.89 per cent of those in Group II.

Having no period scheduled for meeting the FHA Chapter appeared to be a factor contributing to the teachers' difficulty in directing FHA activities. The statement, "No period is scheduled for meeting of the FHA chapter or other club activities" received "yes" responses from 22.35 per cent of Group I teachers and 29.79 per cent of Group II teachers. Coleman (10, p. 97) reported that one-third of the beginning homemaking teachers participating in her study felt they were inadequately prepared to advise FHA Chapters.

Supervisors and teacher-education institutions should provide opportunities for teachers to learn about the program of this organization and to have experiences that would help them meet their problems. Administrators might provide a period in the total school schedule for club activities.

The vocational homemaking teacher may be expected not

only to assume leadership in developing the adult education phase of the program but to teach adult classes. A large proportion of the administrators of both groups of teachers participating in this study (44.58 and 31.46 per cent, respectively) reported that their homemaking teachers were not teaching adult classes (Item 8, Table XXXVII, page 203). The teachers' responses to two statements in the questionnaire may point to possible reasons for their not teaching adult classes. Three-fifths of the teachers in Group I (61.18 per cent) and one-half of those in Group II (52.13 per cent) responded "yes" to the statement, "I need help with planning adult work." Thirteen teachers in Group I and ten in Group II responded "uncertain" to the statement. Interest of adults in the community in attending classes in homemaking was reported by only 24.70 per cent of the teachers in Group I and 38.30 per cent of those in Group II. Several teachers in both Groups (30.59 and 21.28 per cent, respectively) were uncertain about the adults' interest in attending classes. Edwards (16, p. 132) reported that enrollments in adult classes in academic areas had increased since 1955, while there seemed to be a decline of interest in vocational courses. Roskie (57, p. 66) reported that beginning home economics teachers in Montana organized the adult program with less success than was considered desirable.

Both beginning and experienced homemaking teachers may find it difficult to teach adult classes when they have a heavy load of other responsibilities. Teaching adult classes calls for adaptations in teaching methods, approaches to problems, and techniques of developing interests. Adjustment from one level of teaching to another may be difficult for some teachers. Many of the homemakers for whom a program is being planned are working mothers; informal ways of working with them or providing suggestions to them may succeed better than organized classes.

The day-school program in home economics is weakened when adult programs are missing or given scant emphasis. When work for adults parallels what goes on in secondary schools, each reflects the other's gain (70, p. 6). Supervisors and administrators have a responsibility to help teachers with this phase of the program if they expect it to be continued.

F. RECORDS AND REPORTS

Each state is required to make an annual report to the Office of Education on the work done in vocational education (67, p. 6). The state reports are based on information supplied to the State Departments of Education through reports from teachers in vocational education programs. More than one-half of the teachers in Group I and more than

two-fifths of those in Group II responded "yes" to statement 6, "Keeping records and reports add too much to my heavy schedule" (Table XXXVI, page 191).

A nation-wide survey (24, p. 47) made in 1947 indicated that homemaking teachers' satisfaction with teaching load was related to the feeling that keeping records and reports added too much to an already full schedule. It was suggested that record keeping and making reports might need reconsideration. The reports in some of the states have been simplified, but perhaps even more simplification can be made.

The state supervisory staff might emphasize the need for and the values that may be derived from reports. Simpson (59, p. 270) pointed out that records tended to stimulate perseverance to keep the learner working toward definite goals and that the teacher as a learner should keep an adequate record of his plans and problems so that he can improve his own learning and teaching skill.

G. EVALUATION OF THE TEACHERS AND THEIR PROGRAMS

The homemaking teachers reported their opinions in regard to their success as teachers and homemakers and the effectiveness of their programs. The administrators made a general appraisal of the teachers' strengths and weaknesses. The state supervisors made a general comparison of teachers

in Group I with those in Group II and with beginning homemaking teachers in regard to certain activities in the total program.

The homemaking teachers in both groups tended to feel that they were successful teachers. Eighty per cent of those in Group I and 85.11 per cent of those in Group II responded "yes" to statement 33, "I feel that I am a successful teacher in addition to being a reasonably successful homemaker" (Table XXXVI, page 197). More of the teachers in Group I than those in Group II tended to be uncertain in regard to their success as a teacher as well as a homemaker. The uncertainty could have been in the area of teaching, homemaking, or both with uncertainty about success in teaching stemming from lack of experience. These teachers might be encouraged to use some of the self-appraisal instruments which are available for evaluating teaching practices, teacher knowledge in child and adolescent psychology, and attitudes toward modern concepts concerning the role of the school in present-day society (80, p. 436).

An evaluation of the teachers by the administrators cooperating in this study is reported in Table XXI. The administrators tended to report an over-all rating of superior or good for their homemaking teachers. One-third (32.52 per cent) of the teachers in Group I and one-half (49.44 per cent) of those in Group II were rated as superior by their administrators.

TABLE XXI

THE EVALUATION OF TWO SELECTED GROUPS OF HOME MAKING
TEACHERS BY THEIR ADMINISTRATORS, 1958-1959

Evaluation of teachers by their administrators	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Over-all rating:				
Total	83	100.00	88	100.00
Superior	27	32.53	44	49.44
Good	47	56.63	36	40.45
Average	9	10.84	7	7.87
Poor	0	0	1	1.12
No response	0	0	1	1.12
Greatest strengths:				
Appearance	1	1.20	4	4.48
Cooperation	8	9.64	10	11.23
Good relations	18	21.69	19	21.35
Personality traits	10	12.05	20	22.49
Professional	7	8.43	7	7.87
Program planning	15	18.07	10	11.23
Interest in pupils and job	22	26.51	22	24.72
Teaching ability	18	21.69	23	25.84
Training or experience	8	9.64	13	14.61
No response	12	14.46	7	7.87
Greatest weaknesses:				
None	5	6.02	22	24.72
Appearance	5	6.02		
Lack of cooperation	1	1.20	1	1.12
Lack of interest	5	6.02	3	3.37
Personality traits	16	19.28	9	10.11
Poor relations	5	6.02	8	8.99
Program planning	5	6.02	8	8.99
Lack of training or experience	6	7.23	1	1.12
Teaching techniques	8	9.64	12	13.48
Unprofessional	1	1.20	3	3.37
No response	31	37.35	23	25.84

The strength of Group I teachers as listed by approximately one-fifth of their administrators were interest in pupils and job, good relations, teaching ability, and program planning. The greatest strengths of Group II teachers as listed by their administrators were teaching ability, interest in pupils and job, personality traits such as friendliness, self-confidence, enthusiasm and tact, and good relations.

Approximately one-third of the administrators listed no weaknesses of their homemaking teachers. One-fifth of the administrators of teachers in Group I listed as weaknesses of their teachers certain personality traits; no one trait was mentioned frequently.

The administrators participating in Norton's study (50, pp. 43-52) reported that there were certain advantages and disadvantages in employing home-economist homemakers as homemaking teachers. They listed practical homemaking experiences and maturity as advantages and limitations in teaching effectiveness, distractions of family, and burden of home duties as disadvantages to the homemaking program.

The state supervisors of home economics education who cooperated in this study tended to report that the teachers in Group I spent more or about the same amount of time as the teachers in Group II on such activities as attendance at conferences, adult work, home visits, and

home projects (Table XXII). Four of the eight supervisors reported that Group I teachers spent less time with FHA activities than Group II. A much larger proportion of Group I teachers than of Group II teachers reported that directing FHA was difficult for them (Table XX, pages 100-101). Perhaps these teachers tended to spend less time with FHA because directing its activities was difficult for them.

The supervisors reported that the FHA presented more difficulty to Group I teachers in comparison with beginning homemaking teachers (Table XXIII, page 113). The teachers in Group I, as has been previously pointed out, reported that directing FHA was difficult for them.

One might expect young teachers of homemaking just out of college to be more familiar with this organization and its program of work than married women who had been away from the school situation for at least five years. The more recent college graduates probably had had experiences in FHA during their pre-service teacher preparation and many of them may have been active members of the organization before they entered college. Such experiences should enable them to work with FHA Chapters with a certain amount of confidence and ease which teachers returning to the profession might not have.

Several of the supervisors pointed out that it was difficult to compare two groups of teachers because of

TABLE XXII

ESTIMATE BY SEVEN STATE SUPERVISORS OF AMOUNT OF TIME
 SPENT BY GROUP I TEACHERS IN CERTAIN ACTIVITIES
 OF THE HOME MAKING PROGRAM COMPARED WITH
 GROUP II TEACHERS, 1958-1959^a

Activity	Time spent by Group I compared with Group II		
	More	About Same	Less
Attendance at conference		7	
Adult work	2	4	1
Home visits	1	4	2
Home projects	1	3	3
FHA	1	2	4

^aOne supervisor reported that she had no basis for making an estimate.

TABLE XXIII

COMPARISON BY SEVEN STATE SUPERVISORS OF GROUP I TEACHERS
WITH OTHER BEGINNING TEACHERS IN REGARD TO THE EXTENT
OF THE DIFFICULTY PRESENTED BY CERTAIN ASPECTS
OF THE HOME MAKING PROGRAM, 1958-1959^a

Aspect of the program	Extent of difficulty			
	More	About Same	Less	Uncertain
Adult work	1	4	1	1
Classroom	3	3	0	1
FHA	5	1	1	0
Home visits	0	6	1	0
Home projects	0	6	1	0
Program planning	3	1	3	0

^aOne supervisor reported that she had no basis for making a comparison.

individual differences among teachers within each group.

Evaluation of the effectiveness of the educational program serves to indicate changes which should be made. One-half of the teachers (51.77 per cent) in Group I compared with slightly more than one-fourth (28.72 per cent) of those in Group II responded "yes" to statement 48, "I have difficulty in evaluating the effectiveness of my program" (Table XXXVI, page 200). Several teachers in both groups (16.47 and 18.08 per cent, respectively) responded "uncertain" to the statement.

Effective evaluation results from a continuous, co-operative process. Teachers, pupils, parents, and administrators should cooperatively plan the goals of the program, plan how to attain them, and evaluate progress toward them throughout the year. Pritchard (54) suggested that teachers should seek evidence that their programs were really helping pupils to change their behavior in ways that were helpful to them and their families and increasing the student's ability to be self-directing, to make intelligent choices, to adapt to changes, and to accept differences, but be guided by scientific knowledge. Home and community contacts should provide some evidence in regard to the attainment of these outcomes.

H. CHAPTER SUMMARY

This chapter has presented the instructional programs of two selected groups of homemaking teachers as reported by the teachers themselves, their administrators, and state supervisors. The teachers tended to report that their programs were based on a current analysis of community needs and emphasized several areas of home economics. The majority of the programs were reported as having been planned by teachers, pupils, and parents.

A high proportion of teachers in both groups reported the use of cooperative planning, the process of evaluation, field trips, group or committee work, and problem solving as methods of teaching. The use of cooperative planning and field trips seemed to be difficult for more teachers in Group I than for those in Group II. Approximately one-fourth of both groups of teachers indicated that the process of evaluation was difficult for them and approximately two-fifths of both groups reported that problem solving was difficult. More than two-fifths of the teachers indicated that it was difficult for them to teach pupils of so many abilities in one class. A high proportion of the teachers reported the use of essay tests, objective tests, observations, practical tests, and self-evaluation by pupils as evaluation techniques. Both groups of teachers seemed to have problems with the use of essay tests and self-evaluation

by pupils. The library facilities in the school and community were reported inadequate by more than half of the teachers in Group I and more than two-fifths of those in Group II. The majority of these teachers indicated that they used commercial charts, filmstrips, pamphlets or bulletins, periodicals, and teacher-made charts frequently or occasionally. They reported the use of slides less frequently.

Planning the home experience phase of the program, stimulating pupil interest in home projects, directing FHA activities, finding time for home visits, and stimulating interest in adult classes seemed to present difficulty to more teachers in Group I than in Group II. More than one-half of the teachers in both groups reported a need for help with planning adult classes.

More teachers in Group I than in Group II tended to say that keeping records and reports added too much to their heavy schedules.

The teachers tended to believe that they were successful teachers as well as homemakers. The administrators of these teachers tended to rate them as superior or good teachers, with more Group II than Group I teachers being rated superior. The state supervisors indicated that with the exception of FHA the teachers in Group I compared favorably with teachers in Group II in regard to the amount of time spent in attendance at conferences, adult work, home

visits, home projects, and FHA. The supervisors also indicated that with the exception of FHA the teachers in Group I seemed to have had no more difficulty than other beginning teachers in adult work, classroom activities, FHA, home visits, home projects, and program planning.

CHAPTER V

EDUCATIONAL AND PROFESSIONAL EXPERIENCES OF TWO SELECTED GROUPS OF HOMEMAKING TEACHERS

The educational and professional experiences of two selected groups of homemaking teachers in eight southern states as they were reported by the teachers themselves, their administrators, and state supervisors are analyzed in Chapter V. The statistical data are presented in tables followed by interpretations. The points discussed are college or university preparation, teacher certification requirements which teachers in Group I met prior to entry or re-entry into teaching, professional experiences of teachers in Group I, in-service educational experiences of both groups of teachers, and in-service education desired by teachers in Group I.

A. COLLEGE OR UNIVERSITY PREPARATION

An analysis of the pre-service preparation of any group of teachers is a first step in planning an in-service educational program. The attitudes toward learning, change, and experimentation which were developed in the pre-service period of teacher preparation may influence the extent of growth in service. Hass (23, p. 14) stated that one of the purposes of in-service education was to eliminate deficiencies

in the background preparation of teachers. A summary of the college or university preparation of the two groups of home-making teachers cooperating in this study is presented in Table XXIV. The date the bachelor's degree was received, study beyond the bachelor's degree, and date of last college or university attendance are included.

Date Bachelor's Degree Received

The teachers in Group I, on the whole, reported receiving their bachelor's degrees at dates later than the teachers in Group II. Approximately two-thirds of the teachers in Group I indicated that they received their degrees during the period from 1935 to 1950; approximately the same proportion of teachers in Group II indicated that they received their degrees during the period from 1930 to 1945. Five of the teachers in Group I reported having received the bachelor's degree after 1955. It appeared from their reports that they had returned to college to complete the degree after a period of being out of the teaching profession, so they were included in the study.

Study Beyond the Bachelor's Degree

Professional groups tend to put pressure on their members to keep up-to-date with new discoveries and ideas that relate to their professional work. A high proportion of both groups of these teachers reported having studied beyond the

TABLE XXIV

SUMMARY OF THE COLLEGE PREPARATION OF TWO SELECTED
GROUPS OF HOMEMAKING TEACHERS, 1958-1959

College and/or university preparation of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Date bachelor's degree received:				
Total	85	100.00	94	100.00
1920 - 1924	0	0	1	1.06
1925 - 1929	5	5.88	6	6.38
1930 - 1934	8	9.41	19	20.22
1935 - 1939	21	24.70	19	20.22
1940 - 1944	18	21.18	24	25.53
1945 - 1949	18	21.18	17	18.08
1950 - 1954	9	10.59	3	3.19
1955	5	5.88	0	0
No response	1	1.18	5	5.32
Study beyond bachelor's degree:				
Total	85	100.00	94	100.00
None	21	24.71	8	8.51
Less than a year	45	52.94	45	47.87
Equivalent of a year	10	11.76	13	13.83
More than a year	8	9.41	27	28.73
No response	1	1.18	1	1.06
Date of last college attendance:				
Total	85	100.00	94	100.00
1935 - 1939	3	3.53	3	3.19
1940 - 1944	4	4.71	3	3.19
1945 - 1949	2	2.35	2	2.13
1950 - 1954	9	10.59	16	17.02
1955	1	1.18	11	11.70
1956	3	3.53	10	10.64
1957	10	11.76	10	10.64
1958	36	42.35	20	21.28
1959	3	3.53	1	1.06
No response	14	16.47	18	19.15

bachelor's degree. Approximately one fifth of the teachers in Group I and two-fifths of those in Group II indicated that they had completed the equivalent of a year or more of advanced study. One-fourth (25.53 per cent) of the Group II teachers reported having received the master's degree. This finding indicated that more of these married homemaking teachers reported having worked toward a higher degree than the married women teachers in all areas who participated in a nation-wide survey in 1955-56 (44, p. 13). Only 11.7 per cent of the married women teachers participating in that study held master's degrees. The proportion of homemaking teachers in Group I who had completed requirements for the master's degree (8.23 per cent), on the other hand, was less than that for married women teachers participating in the nation-wide survey.

The reports of the teachers cooperating in this study indicated that they had a favorable attitude toward advanced study. Approximately nine out of ten teachers in both groups responded "yes" to statement 45, "I believe advanced study enriches (or would enrich) my teaching" (Table XXXVI, page 199). A large number of teachers in both groups (63.35 and 47.87 per cent, respectively) replied "no" to statement 35, "My present salary is sufficient to permit the additional training essential for keeping up-to-date." (See Table XXXVI, page 197). The majority of teachers in both groups

(75.29 and 91.49 per cent, respectively) reported study beyond the bachelor's degree, however.

Date of Last College Attendance

More than three-fifths of the teachers in Group I (62.35 per cent) and more than one-half of those in Group II (55.32 per cent) reported having attended a college or university during the period from 1955 to 1959. Few teachers indicated that they had last attended college prior to 1949. Approximately two-fifths of Group I and one-fifth of Group II teachers reported college attendance as recently as 1958. These findings indicated that the homemaking teachers compared favorably with a nation-wide sample of American public school teachers, 22.2 per cent of whom reported teacher preparation as recently as the summer before the survey was made in 1955-56 (44, p. 12).

The tendency of both groups of teachers to study beyond the bachelor's degree may have been influenced to some extent by teacher certification requirements. A trend, as reflected in some of the states' new requirements, appeared to be in the direction of establishing one certificate at the bachelor's degree level and one at the fifth-year level on which are endorsed the teaching fields or levels which the holder meets. The first is usually a provisional certificate, valid for from three to five years, during which time the holder must meet the requirements for the second by

completing a year of graduate work (38, p. 6).

State and local salary schedules providing for salary increments for those teachers with specified amounts of additional preparation have probably influenced some teachers to work toward higher degrees. The states represented in this study have either established minimum salary schedules for beginning teachers holding the bachelor's degree and for those holding the master's degree and/or have provided for increments in salary according to additional amounts of professional training or the type of certificate held (43, pp. 11-12).

Teacher Certification Requirement Met by Teachers in Group I Prior to Entry or Re-entry Into Teaching

The teachers in Group I, with one exception, reported that they had completed requirements for teacher certification as part of the requirements for the bachelor's degree. Seven-tenths of them (70.59 per cent) indicated that they had no additional requirements to meet prior to entry or re-entry into teaching, since they had either kept their teaching certificates in force or had received emergency certificates. Seven of the teachers, however, indicated that they took some courses prior to their recent employment. Two teachers failed to indicate whether they had had to meet any requirements before entry or re-entry into teaching. Twenty-three (27.06 per cent) of the eighty-five teachers

reported that they had to complete from one to four college courses before being employed in their present positions, even though they held bachelor's degrees in home economics. Twenty teachers reported taking one or more courses in home economics subject matter; eighteen of them reported taking professional education courses; four reported taking some general education courses; and two reported taking courses such as state history. Some states require a course in state history for certification in any field.

The teachers tended to consider these courses helpful to them. Sixteen teachers indicated having received much help from most or all of the courses; six reported having received some help from most of the courses; and one teacher indicated having received little help. These findings were similar to those reported by Norton (50, pp. 91-98). Approximately two-fifths of the homemaking teachers participating in her study reported that they had no additional requirements to meet prior to entry into teaching, while more than one-fourth (28.3 per cent) reported that they were required to take courses in home economics subject matter, professional education, other subject matter, or a combination of areas of study. The majority of those teachers indicated that the courses were very helpful to them.

The state supervisors cooperating in this study reported that the teacher-education institutions had offered

courses which should have been helpful to homemaking teachers who were entering teaching after a period of no teaching (Table XXV). Both refresher and graduate courses in home economics subject matter and home economics education were reported as most likely to be offered. Four of the eight supervisors reported that extension courses had been held at a time and location convenient for the teachers by colleges or universities in their states.

B. PROFESSIONAL EXPERIENCES OF TEACHERS IN GROUP I

Twenty-nine of the eighty-five teachers in Group I reported that they were in their first year of teaching homemaking after a lapse between pre-service preparation and present employment or between periods of employment. Thirty-one of them indicated that they were in their second year and twenty-five reported they were in their third year of teaching. Table XXVI, page 127, indicates that their past professional experiences had varied. More than four-fifths (82.36 per cent) of the teachers indicated that they had taught homemaking prior to their recent employment; nearly one half of them (47.06 per cent) had also been engaged in some other type of work. More than one-fifth of these teachers (22.36 per cent) had taught in the elementary grades or in some subject-matter field other than home economics. Approximately one-fourth (24.71 per cent) of them

TABLE XXV
OFFERINGS OF TEACHER EDUCATION INSTITUTIONS IN EIGHT STATES
WHICH MIGHT HELP TEACHERS WHO HAD ENTERED OR RE-ENTERED
THE TEACHING OF HOME MAKING AFTER A
NONTEACHING PERIOD

Offerings ^a	Number times reported
Refresher courses in:	
Home economics subject matter	6
Methods of teaching homemaking	6
Instructional materials	4
Graduate courses in:	
Home economics subject matter	6
Home economics education	7
Courses of 2 or 3 weeks on campus during summer session	5
Extension courses held at time and location convenient to the teachers	4
Workshops of 1 or 2 weeks on special needs such as "Counseling in Relation to the Conference Hour"	1

^aReported by the state supervisors of home economics education.

TABLE XXVI

TYPES OF EXPERIENCES A SELECTED GROUP OF HOMEMAKERS
HAD PRIOR TO ENTRY OR RE-ENTRY INTO THE
TEACHING OF HOMEMAKING, 1958-1959

Type of experience ^a	Teachers in Group I	
	Number	Per Cent
None	6	7.06
Teaching homemaking only	30	35.29
Teaching homemaking and other employment	40	47.06
Employment in another field of home economics	21	24.71
Teaching other areas	19	22.36
Employment not related to home economics	28	32.94

^aSome teachers reported more than one type of experience; therefore, the total is more than 100 per cent.

had been employed in another field of home economics such as agricultural extension service or dietetics. Approximately one-third (32.94 per cent) of the group reported employment not related to teaching of home economics and six teachers reported no experience. It might be assumed that these six had been engaged in full-time homemaking. These findings differ slightly from those reported by Norton (50, pp. 32-33) in regard to experience in teaching homemaking. Approximately 90 per cent (109 out of 120) of the teachers participating in her study indicated that they had had previous experience teaching homemaking; they were not asked to report on other types of home economics experiences which they had had.

The number of years the teachers in Group I had taught homemaking prior to this recent period of employment is shown in Table XXVII. Less than one-sixth (15.29 per cent) of the teachers reported none other than student teaching. More than one-half of them (56.48 per cent) indicated that they had taught homemaking from three to five or more years. Two teachers failed to check any item in regard to the number of years' experience in teaching homemaking. Since those two had indicated having no experience prior to their recent employment, it might be assumed that they had no experience in teaching homemaking other than student teaching.

TABLE XXVII

NUMBER OF YEARS A SELECTED GROUP OF HOMEMAKERS HAD
 TAUGHT HOMEMAKING PRIOR TO ENTRY OR RE-ENTRY INTO
 THE TEACHING OF HOMEMAKING, 1958-1959

Experience in teaching homemaking	Teachers in Group I	
	Number	Per Cent
Total	85	100.00
None other than student teaching	13	15.29
Less than a year	6	7.06
One to less than 3 years	16	18.82
Three to less than 5 years	24	28.24
Five or more years	24	28.24
No response	2	2.35

C. IN-SERVICE EDUCATIONAL EXPERIENCES OF
THE TWO GROUPS OF TEACHERS

These teachers indicated through their responses to items in the questionnaires that they were participating in a variety of professional improvement activities. The in-service educational experiences of the teachers which were reported were advanced study, membership in professional organizations, professional reading, attendance at conferences, faculty meetings, inter-visitation of teachers, local workshops, pre-school conferences, and supervision. It may be interesting to note that none reported professional writing.

Media for Advanced Study

Summer school classes or workshops appeared to be the most usual means through which the homemaking teachers in both groups were continuing college or university preparation (Table XXVIII). Enrollment in evening or Saturday classes on a college or university campus, extension classes, or correspondence courses were seldom reported as the only media of advanced study. Several teachers in both groups, however, combined one or all of these media with enrollment in summer school classes.

Laws (31, p. 124) reported that the primary means by which the home economics teachers in Delaware secured advanced

study for credit was through summer sessions on the college or university campus; that extension courses in the areas of home economics had not been developed. This is probably true in many of the states since home economics subject-matter areas usually require so much practical work that extension courses are not practicable.

Thirty-four teachers in Group I, compared with four in Group II, had enrolled in no courses for credit since entry or re-entry into teaching (Table XXVIII). Only twenty-one of those thirty-four Group I teachers, however, had earned no credit beyond the bachelor's degree (Table XXIV, page 120) and twelve of them had taken from one to four college courses prior to their recent employment.

The distance between the homes of teachers and the colleges or universities may have influenced the continuation or lack of continuation of advanced study. Slightly less than two-fifths (38.82 per cent) of the teachers in Group I and one-third of those in Group II (31.91 per cent) responded "yes" to statement 23, "The institutions which offer advanced study for homemaking teachers are too far from my home for me to attend" (Table XXXVI, page 195). More than three-fourths of the teachers in Group I (76.47 per cent) and more than six-sevenths of those in Group II (85.11 per cent) responded "yes" to statement 41, "I could (or would) participate in workshops of two or three weeks'

TABLE XXVIII
 MEDIA FOR ADVANCED STUDY SINCE ENTRY OR RE-ENTRY
 INTO TEACHING BY TWO SELECTED GROUPS OF
 HOMEMAKING TEACHERS, 1958-1959

Media ^a for advanced study by the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
None	34	40.00	4	4.26
Evening or Saturday classes on campus	8	9.41	25	26.60
Extension classes	13	15.29	33	35.11
Correspondence courses	6	7.06	12	12.77
Summer classes	39	45.88	82	87.23
No response	2	2.35	2	2.13

^aSome teachers reported more than one type of advanced study.

duration conducted on college or university campuses during the summer session" (Table XXXVI, page 199). Nine teachers out of ten in both groups (89.41 and 89.36 per cent, respectively), responded "yes" to statement 53, "Refresher courses in home economics subject matter would be helpful to me" (Table XXXVI, page 201). These findings have implications for teacher-education institutions. Some universities, the University of Tennessee, for example, have been exploring the organization of short summer workshops in cooperation with state colleges or public school systems through the Division of University Extension. Some institutions are offering Saturday courses during the regular school year for teachers. It would seem important for colleges engaged in preparing homemaking teachers to explore ways for helping teachers keep up-to-date without having to leave their families for extended periods of time.

The majority of these teachers tended to report that their college and university experiences had been satisfactory. More than four-fifths of those in both groups (61.18 and 69.15 per cent, respectively) responded "yes" to statement 5, "My recent college or university work gave me life-like or realistic preparation for the problems I am now meeting in teaching homemaking" (Table XXXVI, page 191). A slightly lower proportion of teachers in both groups (55.29 and 61.70 per cent, respectively) responded "yes" to

statement 17, "The college and university faculties provided adequate counseling in helping me bring my educational preparation up-to-date" (Table XXXVI, page 194). The number of teachers who responded "no" or "uncertain" to statements 5 and 17 was sufficient to indicate to teacher-education institutions a need for re-examination of course offerings and of techniques used in advising students in light of the concerns, problems, and interests of homemaking teachers in service.

The need to develop new approaches to course offerings was indicated by the responses to statement 29, "Adjustment to formal study was difficult after a period of homemaking" (Table XXXVI, page 196). Adjustment to formal study appeared to be a problem to 24.71 per cent of the teachers in Group I and 17.02 per cent of those in Group II. Industry recognized a similar problem according to a study reported by the Women's Bureau (76, p. 45). It was found that mature women who were being trained for industry were not accustomed to study and that the teachers minimized theory and emphasized practical techniques in order to train them for certain jobs.

Membership in Professional Organizations

Membership in professional organizations as reported by these teachers is shown in Table XXIX. A high proportion of both groups of teachers reported membership in their State Educational Associations. The teachers in Group I

TABLE XXIX
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
HELD BY TWO SELECTED GROUPS OF
HOMEMAKING TEACHERS,
1958-1959

Organizations in which the teachers held membership	Group I		Group II	
	Number	Per Cent	Number	Per Cent
None	0	0	1	1.06
American Vocational Association	53	62.35	75	79.79
American Home Economics Association	56	65.88	64	68.09
State Education Association	80	94.12	89	94.68
National Education Association	38	44.71	59	62.76
County or local Educa- tion Association	12	14.12	15	15.96
Honorary sorority for teachers	2	2.35	15	15.96
Others	5	5.88	8	8.51
No response	0	0	1	1.06

tended to affiliate with national associations to a somewhat lesser extent than the teachers in Group II. A high proportion of teachers in both groups reported membership in the American Vocational Association and the American Home Economics Association. Slightly less than one-sixth (15.96 per cent) of the teachers in Group II reported membership in an honorary sorority for teachers; while a very small portion (2.35 per cent) of those in Group I reported such membership.

These findings probably were to be expected. Beginning teachers may not show the interest in the profession and its organizations that experienced teachers do. Teachers tend to be more interested in their special fields than in the general field of education. A certain number of years of experience is a requirement for membership in professional sororities. Anderson (2) reported that an important function of professional organizations is to aid teachers in growing in service. It would seem that pre-service and in-service educational leaders should continue to work toward finding effective ways for introducing both beginning and experienced teachers to professional organizations, especially to those at the national level whose journals provide valuable current information.

Attendance at Professional Meetings

A summary of the teachers' attendance at professional meetings is presented in Table XXX. The teachers in Group II,

TABLE XXX

PROFESSIONAL MEETINGS OR CONFERENCES ATTENDED BY TWO
SELECTED GROUPS OF HOMEMAKING TEACHERS, 1958-1959

Professional meetings attended by the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
None	0	0	0	0
City or county teachers (general)	76	89.41	83	88.30
District and/or state teachers (general)	61	71.76	79	84.04
District and/or state conference for home- making teachers	72	84.71	91	96.81
Others	8	9.41	15	15.96

on the whole, reported that they attended district and/or state conferences for teachers of home economics. The state supervisors reported that Group I teachers attended the conferences in about the same proportion as did Group II teachers (Table XXII, page 112). The administrators reported similarly (Table XXXVII, page 203). Some of the teachers in Group I were reported as not having been employed at the time of the conference. This fact may help to explain the variation in the reports among the administrators, teachers, and supervisors in regard to attendance at conferences.

Nine out of ten teachers in both groups (89.41 and 88.30 per cent, respectively) reported that they attended city and/or county teachers' meetings. A slightly smaller proportion in each group indicated that they attended district and/or state teachers' meetings. The administrators reported that a slightly higher proportion of teachers attended county, district, or state teachers meetings than the teachers reported for themselves (Item 9, Table XXXVII, page 203). The wording of the item could have made the difference or the administrators may have lacked the information in regard to the attendance of some teachers. Laws (31, p. 52) reported that the majority of homemaking teachers in Delaware attended the professional meetings held within the state.

In-service growth and competence does not occur automatically through membership in organizations and attendance at meetings. There must be active participation in the service and programs. Cooperative planning by administrators, supervisors, and teachers for participation on the part of the teachers may lead to increasing interest in the profession and professional growth.

Professional Reading

The types of professional literature which these teachers read are reported in Table XXXI. A higher proportion of them tended to read professional journals than books. Journals tend to report current trends to a greater extent than is possible in books and this tendency of the teachers to read current journals might be expected to strengthen the program. The reading of professional books is important, also, and should be encouraged.

A higher proportion of the teachers in both groups reported membership in an organization, however, than reported reading the journal published by that organization. Ninety-eight teachers, for example, reported that they read the "Journal of Home Economics," yet 120 teachers had access to the journal through their membership in the American Home Economics Association.

The Commission on Teacher Education of the American Council on Education (11, p. 21) stated as one of its beliefs

TABLE XXXI

PROFESSIONAL LITERATURE READ BY TWO SELECTED GROUPS
OF HOMEMAKING TEACHERS, 1958-1959

Professional literature read by the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
None	0	0	0	0
Journals	78	91.76	88	93.62
American Home Economics Association	45	52.94	53	56.38
American Vocational Association	30	35.29	53	56.38
State Education Association	42	49.41	54	57.45
National Education Association	36	42.35	39	41.49
Forecast	5	5.88	13	13.83
Practical Home Economics	5	5.88	6	6.38
What's New in Home Economics	6	7.06	15	15.96
No response	3	3.53	1	1.06
Books in:	67	78.82	75	79.79
General Education	14	16.47	16	17.02
Home Economics Education	49	57.65	52	55.32
Special Areas	31	36.47	45	47.87
Others	4	4.71	4	4.25
No response	10	11.76	0	0

that continued personal and professional development of teachers was fundamentally a responsibility of the teachers themselves. Reading and individual study were suggested repeatedly throughout the literature as effective ways to keep up-to-date in subject matter and educational methods.

Dotson (15, pp. 258-59) pointed out that a good professional library is important to personal growth. He suggested that the journals of the various professional organizations, current books in education and subject matter, and books which related to the field of general understanding should be included in one's reading list. The local schools might encourage professional reading by providing more adequate library facilities and time for reading or study on the part of the staff. The programs of professional organizations, their activities, and journals might be planned with greater participation of members than has been done.

In-Service Educational Activities Within the Local Schools

The trend in the public schools of America, as indicated from the literature, was toward each school's having some plan for encouraging in-service growth of its teachers. Some in-service activities reported by these homemaking teachers and the extent of helpfulness to the teachers are presented in Table XXXII.

Teachers are required to attend faculty meetings; almost 100 per cent of the two groups reported participation

TABLE XXXII

IN-SERVICE EDUCATIONAL ACTIVITIES WITHIN THE LOCAL SCHOOL
IN WHICH TWO SELECTED GROUPS OF HOMEMAKING TEACHERS
HAD PARTICIPATED, 1958-1959

Types of activities ^a and extent of benefit to the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Faculty meetings	82	96.47	92	97.87
Much	43	50.59	45	47.87
Some	32	37.65	37	39.36
Little	5	5.88	8	8.51
No response	3	3.53	2	2.13
Inter-visitation of teachers	50	58.82	66	70.21
Much	23	27.06	26	27.66
Some	16	18.82	28	29.79
Little	10	11.76	11	11.70
No response	35	41.18	28	29.79
Local workshops	51	60.00	67	71.28
Much	26	30.59	34	36.17
Some	18	21.18	28	29.79
Little	5	5.88	3	3.19
No response	34	40.00	27	28.72
Pre-school conferences	61	71.75	77	81.91
Much	32	37.65	47	50.00
Some	20	23.53	23	24.47
Little	6	7.06	6	6.38
No response	24	28.23	17	18.08
Others	8	9.41	12	12.77
Much	5	5.88	8	8.51
Some	0	0	4	4.25
Little	0	0	0	0

^aSome teachers reported participation in an activity, but did not check the extent of benefit.

in such meetings. The administrators reported that 96.39 per cent of the teachers in Group I and 93.26 per cent of those in Group II participated and made contributions in faculty meetings (Item 3, Table XXXVII, page 202). The word "contribution" in the item to which administrators responded may have caused some differences between reports of the administrators and the teachers.

Approximately one-half of the teachers in both groups (50.59 and 47.87 per cent respectively) reported that the faculty meetings were of much value to them. Cook and Tull (13) reported that the faculty meeting was a promising technique for teacher growth if it was concerned with teachers' professional needs; it was well planned; it was concerned with broad developments in education; it was scheduled so that teachers have time to prepare for it; and teachers participated.

A high proportion of the teachers reported that they participated in inter-visitation of teachers, local workshops, and pre-school conferences. Fewer teachers in Group I reported participation in these activities than the teachers in Group II; more of those in Group I tended to report that they received little benefit from these activities than did those in Group II.

Administrators, local boards of education, and teachers may need to study cooperatively the values of these

techniques of in-service education. The problems presented by an inter-visitation program may be finding teachers to be visited, making arrangements for the visit, stimulating the teachers to want to visit, and follow-up conferences after the visit (7, pp. 476-79).

Allen (1) reported that the workshop was more successful as a summer activity because time was required to work through the problems of the group and establish rapport. Many school systems have solved this problem by employing teachers on an all-year basis and holding workshops to deal with problems at the local level.

Supervision

The persons who had supervised these homemaking teachers during the school year of 1958-59 are indicated in Table XXXIII. Supervision by either an administrator or a supervisor of home economics education was reported by 97.65 per cent of the teachers in Group I and by 95.75 per cent of those in Group II. Three-fifths of the teachers in both groups reported supervision by both an administrator and a supervisor of home economics education. It should be remembered that these teachers were reporting largely during January and February, 1959, and that the picture of supervision may have changed by the end of that school year.

Three-fifths (60 per cent) of the teachers in Group I and slightly less than two thirds (65.95 per cent) of those

TABLE XXXIII
 SUPERVISION OF TWO SELECTED GROUPS
 OF HOMEMAKING TEACHERS, 1958-1959

Persons supervising the teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
Total	85	100.00	94	100.00
No one	2	2.35	4	4.26
Principal or superin- tendent only	5	5.88	0	0
City or county super- visor of home eco- nomics only	1	1.18	0	0
State or district supervisor of home economics only	26	30.59	32	34.04
Administrator and supervisor of home economics	51	60.00	57	60.64
No response	0	0	1	1.06

in Group II responded "yes" to statement 11, "The supervision of homemaking by the principal or superintendent in this school is helpful" (Table XXXVI, page 192). More than eight in ten teachers in both groups responded "yes" to statement 31, "My administrators are interested in the home-making department" (Table XXXVI, page 197). The "no" and "uncertain" responses appeared to have little relation to whether the administrator had or had not supervised the program during the year (1958-1959).

The supervision from city, county, or state supervisors of home economics education was reported adequate by 76.47 per cent of the teachers in Group I and 81.92 per cent of those in Group II (Statement 49, Table XXXVI, page 200). The teachers in both groups tended to report that supervision was adequate or helpful if both administrator and supervisor of home economics had supervised the program. These findings were consistent with those reported in a nation-wide survey of home economics teachers made in 1947 (24, p. 39). Those teachers tended to find supervision more satisfying when done by a home economics supervisor close at hand and when the local administrator shared in the supervision with the home economics supervisor. These responses would indicate that local administrators may be developing more effective techniques for supervising classroom teachers. They would indicate, too, that they no longer consider the home economics department as a "no man's land."

More than three-fifths (61.44 per cent) of the administrators in Group I and slightly less than two-thirds (75.17 per cent) of those in Group II indicated that their homemaking teachers had adequate supervision. More than one-fifth (24.10 and 21.35 per cent, respectively) were uncertain as to whether the teachers needed more supervision. This type of in-service education may need further consideration by local administrators. The kind of supervision teachers receive may contribute to the improvement of their teaching and to their professional growth. The Hawthorne studies (35, p. 27) indicated that the production of industrial workers increased with improvement in morale and that one way to improve morale was through improved supervision.

Orientation of Teachers in Group I

The orientation of any new teachers into the educational program is an important activity of the local school administrator. This responsibility for orientation of a beginning homemaking teacher is shared with the state supervisory staff in home economics education.

The state supervisors of home economics education reported a variety of ways in which the supervisory staffs had attempted to help homemaking teachers who had entered teaching after a lapse between their preparation for teaching and their recent employment (Table XXXIV). An initial visit to the homemaking teacher in the early part of the year with

TABLE XXXIV

ACTIVITIES OF EIGHT STATE SUPERVISORY STAFFS DESIGNED
TO HELP TEACHERS WHO HAD ENTERED OR RE-ENTERED THE
TEACHING OF VOCATIONAL HOME ECONOMICS AFTER
A NONTEACHING PERIOD

Activity	Number of times reported
Visits early in the year	8
Follow-up visit during the year	6
Small study groups held in afternoon or evening	2
Section of newsletter devoted to the problems of these teachers	2
Special district or state conference devoted to the needs of these teachers	4
Sectional meeting at the annual district or state conference	4
Recommend provisions for visits to other teachers	4
Special conferences with superintendent and teacher	1
Packages of teaching materials	1

a follow-up visit during the year was the most usual visitation routine reported by the supervisors. One of the implications for in-service education pointed out by Norton (50, pp. 196-97) was that state supervisory staffs of homemaking education expand their services to provide closer supervision and more frequent follow-up visits for persons entering teaching after a period of not teaching.

There were evidences in the reports of the teachers cooperating in this study that administrators and state supervisory staffs in home economics education had tended to work effectively with all of the homemaking teachers, but especially with those in Group I. The majority of the teachers in both groups reported that they used recommended practices in program planning, methods of teaching, techniques of evaluation, and use of instructional materials. They reported that they were participating in various in-service educational activities. The extent to which the teachers were actually carrying out the reported practices in teaching might be subject to question, but their responses to items in the questionnaire indicated that they were aware of some of the concepts of modern education. Some indication of the reliability of the teachers' responses would seem to be the consistency of the reports made by administrators and supervisors with those of the teachers in regard to these items.

D. IN-SERVICE EDUCATION DESIRED BY
TEACHERS IN GROUP I

The teachers who had recently entered or re-entered the teaching of homemaking after a period of not teaching were asked to check the types of services which they desired from the state supervisory staff and from colleges or universities. Eighty-four of the eighty-five teachers checked from one to ten of the services listed in the questionnaire, but no teacher added a service to the lists. The responses are summarized in Table XXXV.

The teachers indicated that they preferred services from the supervisors in the following order: small study groups, sectional meeting at the state conference for home-making teachers devoted to their needs, initial visit early in the year, state or district conference for those teachers who had entered or re-entered teaching, special issue of the newsletter devoted to their problems, and follow-up visits. These teachers tended to prefer study groups held in the afternoon rather than in the evening.

The types of in-service education which the teachers indicated that they wanted from colleges and universities were in the following order: extension classes, summer classes of two or three weeks, one-day visits from college teachers, and summer classes of five or six weeks. The teachers participating in Norton's study (50, p. 110)

TABLE XXXV

TYPES OF HELP WHICH WERE DESIRED BY A SELECTED GROUP OF
HOMEMAKERS WHO HAD ENTERED OR RE-ENTERED THE
TEACHING OF HOMEMAKING, 1958-1959

Types of help desired:	Choices							
	1	2	3	4	5	6	7 ^a	8 ^b
From state supervisory staff:								
First visit early in year	13	12	4	7	8	0	13	57
Follow-up visit	0	8	10	2	8	11	5	44
Small study groups	14	5	9	7	4	7	13	59
afternoon								30
in evening								18
Special issue of newsletter	6	7	7	9	5	4	13	51
State or district conference for those who have re-entered teaching	9	13	9	7	1	3	11	53
Sectional meeting at state conference devoted to those who have re-entered teaching	13	7	9	4	5	3	17	58
From colleges and universities:								
Summer classes								
2 or 3 weeks	23	22	10	0			12	67
5 or 6 weeks	4	9	18	11			3	45
Extension classes	33	17	7	0			14	71
One-day visits from college teachers	4	8	7	24			8	51

^aChosen, but not ranked (see questionnaire for teachers, Appendix B).

^bTotal times chosen.

recommended that teacher preparation institutions provide opportunities for teachers returning to the profession to bring themselves up-to-date in curriculum methods, materials, and home economics subject matter. They, too, desired short courses or workshops.

The in-service educational activities desired by the homemaking teachers in Delaware were workshops of two or three weeks conducted in the area of the state convenient to the teachers, extension courses, periodic meetings of homemaking teachers held in their area of the state, demonstrations in technical areas of home economics given in the field, and the development of practical courses in home economics (31, p. 122). If the procedure of holding workshops and meetings in a section of the state convenient to the teachers is considered important by those in Delaware, a small state, the procedure would seem to be even more important to the teachers in any of the states represented in this study, especially to those in Texas.

The homemaking teachers in Michigan requested the following in-service educational activities: demonstrations of good teaching, visits to other schools, summer workshops, evening or Saturday classes held in various localities, study groups, and summer school (77, pp. 274-75).

E. CHAPTER SUMMARY

This chapter has presented the educational and professional experiences of two selected groups of homemaking teachers. The teachers in Group I tended to report more recent college preparation than those in Group II. The teachers in Group II, on the other hand, reported more study beyond the bachelor's degree than did those in Group I. The attitude of both groups toward advanced study appeared to be favorable.

Almost 100 per cent of the teachers in Group I had completed requirements for teacher certification as part of the requirements for the bachelor's degree. Slightly more than one-fourth of them were required to complete courses in home economics subject matter, professional education, or a combination of courses prior to their recent employment. They tended to consider the courses as having been of much help to them.

Eight in ten teachers reported having taught homemaking before this recent period of employment. Approximately one-half of them had been engaged in some other type of work as well as teaching homemaking, largely teaching in some other subject-matter field or in elementary grades.

Summer school work was the most usual means through which these teachers were continuing their advanced study. The teachers indicated that their recent college experiences

had been satisfactory, but there was some evidence that changes in the teacher education curriculum might be needed.

The majority of the teachers reported membership in both state and national professional organizations, but they indicated membership in state organizations in greater proportion than in national ones, especially those teachers in Group I. These teachers seemed to read professional journals more than professional books. On the whole, the teachers reported attending county, district, and/or state meetings or conferences for teachers.

The teachers tended to report that they participated in faculty meetings and that they were of much or some benefit to them. A high proportion of teachers reported participation in inter-visitation of teachers, local school workshops, and pre-school conferences with much or some helpfulness to them.

The teachers tended to report that they had had some supervision from either the administrator or a supervisor of home economics education. The majority of them indicated that the supervision was helpful or adequate. There was evidence that the administrators and supervisors had tended to work effectively with these teachers.

Many of the teachers in Group I requested the following services from state supervisory staffs and college or university college faculties: small study groups, a sectional

meeting at the state conference for homemaking teachers devoted to their needs, initial visit from the supervisor early in the year, extension classes, and summer classes of two or three weeks.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

A. SUMMARY

The purpose of this study was to identify those professional problems which seemed to be unique to a selected group of teachers who had entered or re-entered the teaching of homemaking after a period of five or more years between their pre-service preparation and recent employment or between periods of employment. The professional problems of these teachers, if identified, might provide useful data for persons or groups concerned with in-service educational programs for such teachers.

Five questions served as guides in the development of the study: 1) What were some of the home, school, and community situations which might affect the professional problems of the teachers? 2) How were the teachers planning, carrying out, and evaluating their programs? 3) What professional preparation and experience had the teachers had before entry or re-entry into teaching? 4) What methods had the teachers used to continue professional growth? 5) What services did the teachers desire from state supervisory staffs and college or university faculties in home economics education?

The study seemed important because of the shortage of homemaking teachers in the secondary schools, the potential source of homemaking teachers from homemakers who had specialized in home economics at the college level and were not gainfully employed, and inadequate data for use in planning in-service educational programs in terms of effectiveness in meeting the needs of teachers who had recently entered or re-entered the profession after a nonteaching period.

The study was limited to eight states in the Southern Region of the United States--Alabama, Arkansas, Georgia, Mississippi, North Carolina, Oklahoma, Tennessee, and Texas.

The data were collected in the winter of 1959 through questionnaires completed by eight state supervisors of home economics education, eighty-five married teachers who had recently entered or re-entered the teaching of homemaking after a nonteaching period, ninety-four married teachers who had been teaching homemaking continuously for five or more years, and 172 administrators of secondary public schools employing these teachers.

The two groups of teachers tended to report that they were maintaining a home for themselves, their husbands, and one or more children. Few of these teachers were widowed or divorced, and few homes had other adults living as a member of the family group. More teachers in Group I than in

Group II reported having pre-school age children.

Predominant reasons reported by the teachers in Group I for entry or re-entry into teaching were economic necessity, urged to teach, and need of outside interests.

Four-fifths, approximately, of both groups of teachers reported that they were teaching in communities of less than 10,000 population. Approximately nine out of ten teachers reported that they were teaching in either consolidated rural or urban senior high schools.

Slightly more than seven out of ten teachers reported total class enrollments of less than one hundred pupils. Slightly more than three-fifths of both groups of teachers indicated that they made three or less different class preparations daily. More than four-fifths of these teachers reported that they were teaching homemaking at the ninth grade level or above, with the majority of them teaching grades nine through eleven and/or twelve.

These teachers reported having assumed a variety of school responsibilities other than the teaching of homemaking. More than one-half of them reported that they spent from five to ten hours weekly on activities outside the classroom.

Two-thirds, approximately, of both groups of teachers reported that the homemaking departments were equipped to teach all phases of homemaking, but only one-third of them

indicated that the equipment was adequate.

The administrators reported that the local school boards tended to employ married women to teach homemaking on the basis of their qualifications. The people in the community and other teachers appeared to hold favorable attitudes toward home economics, considering it an essential part of education in the school and community. The homemaking teachers seemed to have good relations with administrators, other teachers, pupils, parents, and others in the community.

The majority of the teachers reported that the homemaking program was based on teacher, pupil, parent planning. Approximately one out of three teachers in Group I and one out of eight in Group II, however, indicated that they based their programs entirely on suggestions in state or city curriculum guides.

A high proportion of teachers in both groups reported the use of several recommended methods of teaching, techniques of evaluation, and instructional materials. A high proportion of these teachers indicated that they had difficulty in the use of the process of evaluation and problem solving as methods of teaching; in the use of essay tests and self-evaluation by pupils; and in teaching pupils of different abilities in one class.

The teachers tended to report that they believed they were successful teachers as well as homemakers. The administrators tended to rate these teachers as superior or good. The state supervisors reported that in conducting certain phases of the homemaking program with the exception of FHA activities the teachers in Group I compared favorably with those in Group II or with other beginning homemaking teachers.

A higher proportion of teachers in Group I than in Group II appeared to have more recent undergraduate college preparation; a higher proportion of those in Group II than in Group I reported having done advanced study. Enrollment in summer school classes seemed to be the usual means through which both groups of teachers had continued their advanced study.

More than nine out of ten teachers in both groups reported membership in their State Education Associations, but a much lower proportion of both groups indicated membership in national professional organizations. Fewer teachers in Group I than in Group II reported membership in national organizations. More teachers in both groups reported reading professional journals than books. The majority of them reported that they attended professional meetings and conferences held in the city, county, district and/or state.

The teachers reported participation in faculty meetings with much or some benefit to themselves. A high proportion indicated that they participated in inter-visitation of teachers, local workshops, and pre-school conferences. The majority of the teachers reported having received supervision from administrators of the schools or supervisors of home economics education. There was evidence that the administrators and supervisors had tended to work effectively with both groups of teachers, but especially with those in Group I.

The teachers in Group I indicated that they preferred the following services from the state supervisory staffs in home economics education: small study groups, initial visit early in the year, and a sectional meeting at the annual conference for homemaking teachers devoted to their special needs. They indicated that they preferred from college or university faculties in home economics the following services: extension classes and summer school classes of two or three weeks.

B. CONCLUSIONS

The hypothesis of this study was that the professional problems of teachers who have entered or re-entered the teaching of homemaking after a period of five or more years between pre-service preparation and employment or between

periods of employment will not differ from the professional problems of teachers who have been teaching homemaking continuously for five or more years. While the findings tended to support the hypothesis, there were differences between the numbers of the two groups of teachers who reported certain problems.

More of the teachers in Group I than of those in Group II reported that they had difficulty in:

1. Directing FHA activities.
 2. Evaluating the effectiveness of their homemaking programs.
 3. Finding time in their home and school schedules for making home visits.
 4. Planning the home experience phase of the program.
- Fewer of the teachers in Group I than of those in Group II planned the homemaking programs with pupils, parents, and administrators.

The number of teachers in both groups reporting the following problems would seem to be important for those persons responsible for developing in-service educational programs:

1. Planning the adult phase of the program.
2. Inadequate equipment for teaching all phases of homemaking.
3. Working with pupils of different abilities in

one class.

4. Inadequate funds for the department.
5. Planning the budget for the department.
6. Inadequate library facilities.
7. Difficulty in the use of self-evaluation by pupils.
8. Difficulty in the use of problem solving.
9. Difficulty in the use of the essay test.

C. IMPLICATIONS

The findings in this study pointed to a need for further study in the following areas:

1. The management problems of married women who are maintaining homes and teaching homemaking.
2. Methods by which married women who teach homemaking and have young children are providing for the care of the children.
3. The possibility of using two part-time homemaking teachers instead of one full-time teacher when the teachers have responsibilities for a home and family.
4. An examination of services rendered by homemaking teachers to the schools and communities to determine those which might be less essential.
5. The use of well-qualified, experienced teachers as leaders of small study groups comprised of teachers in

neighboring centers as one method of supplementing the services of state supervisory staffs.

6. Re-evaluation by teacher education institutions of offerings and techniques of counseling for teachers in service.

7. Experimentation by teacher education institutions with short courses of two or three weeks, extension classes, Saturday classes, and consultant service for homemaking teachers in service.

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APPENDIXES

APPENDIX A

The University of Tennessee
College of Education
Knoxville, Tennessee
July 16, 1958

Name of Supervisor
Title
Address

Dear (Supervisor):

I plan to make a study, as part of the requirements for the doctoral degree at the University of Tennessee, which will require the cooperation of a group of state supervisors of home economics in the Southern Region. The study will relate to the in-service educational needs of homemakers who enter or re-enter the teaching of vocational homemaking after a period of at least five years of not having engaged in classroom teaching. State supervisors and teacher-training institutions might be able to render this increasingly important supply of teachers more effective help, if the unique professional problems of such a group could be identified.

May I ask your cooperation in the following ways?

1. Supply the names and addresses of two groups of white homemaking teachers in your state:

Group I to be comprised of those teachers who (a) are maintaining a home with husband and/or one or more children, (b) are in their first or second year of teaching vocational homemaking after a period of five or more years of not teaching, and (c) may or may not have had previous teaching experience.

Group II to be comprised of those teachers who (a) are maintaining a home with husband and/or one or more children and (b) have been teaching continuously for the past five or more years

2. Supply the names and addresses of the administrator of the school employing each of the teachers.
3. Lend your support to the study in whatever manner you consider appropriate.
4. Fill in a brief questionnaire which deals with the professional problems and in-service educational needs of those teachers, as you see them.

July 16, 1958

Page 2

Enclosed is a postal card for use in indicating your willingness to participate in the study. Additional information will be sent to you later if you can participate. Please indicate whether or not you would like to receive a summary report of the study.

Thank you for your cooperation.

Sincerely yours,

Mary Jane Scott

Approved:

Major Professor

Normal Station
Conway, Arkansas
August 9, 1958

Name of Supervisor
Title
Address

Dear (Supervisor):

Dr. Kent and I appreciate your willingness to cooperate in the study which I plan to make. Enclosed is a brief outline of it for your files.

If possible, may I have the list of teachers and their Principals or Superintendents for Group I and for Group II by October 1? If the number of teachers in Group I is less than fifteen or twenty, all of them will be asked to participate in the study. We will select a sample from the teachers in Group II that will be equal to the number in Group I, provided Group II is the larger list. I will send you the names of the teachers and their administrators who will be asked to participate in the study as soon as we select the sample.

We hope you will lend your support to the study by encouraging the teachers to fill in and return the questionnaires. May I use your name in my letter to the teachers and administrators?

Sincerely yours,

Mary Jane Scott

IN-SERVICE EDUCATIONAL NEEDS OF A SELECTED GROUP OF HOMEMAKERS
WHO HAVE ENTERED OR RE-ENTERED THE TEACHING OF HOMEMAKING

The purposes of the study are:

1. To identify the unique professional problems of a selected group of homemaking teachers who have entered or re-entered the profession after a period of five or more years of being out of the field.
2. To formulate recommendations for an in-service educational program which might help these teachers solve their problems in a manner satisfying to them and the groups they serve.

The study is important because:

1. The shortage of homemaking teachers in secondary schools continues to be critical.
2. The number of homemakers who have college training in home economics is a potential source of homemaking teachers.
3. There is a pressing need for an in-service educational program which will help these teachers in performing a more satisfying job.

The study will be based upon information provided by questionnaires from:

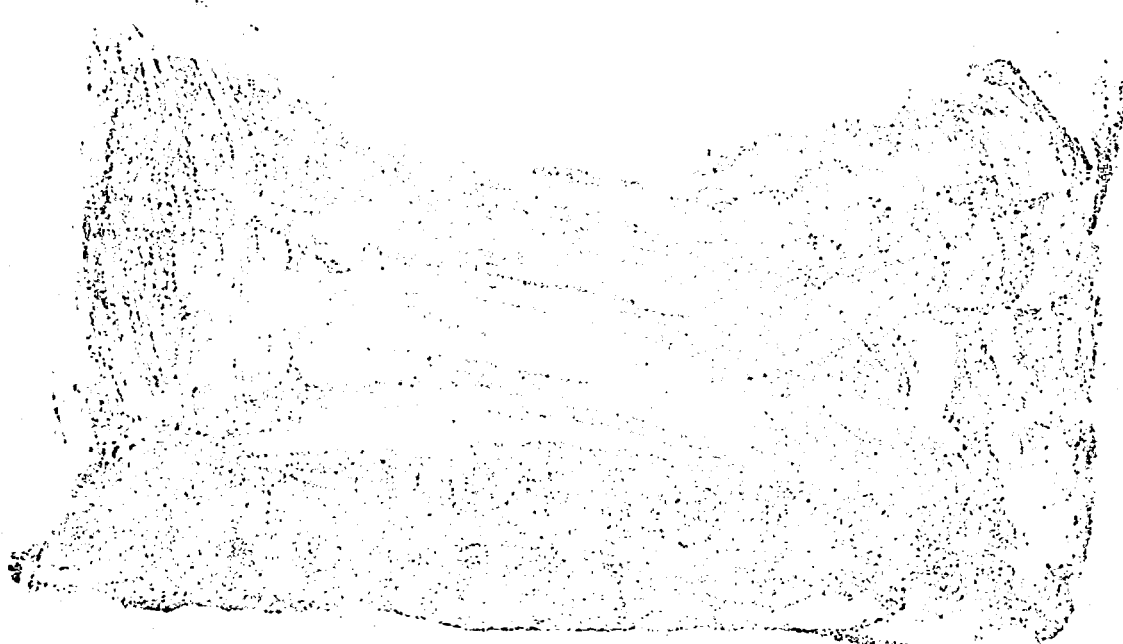
1. A group of State Supervisors of Home Economics Education from the Southern Region.
2. Two groups of white, vocational homemaking teachers from each of the participating states:

Group I--Teachers who are maintaining a home and family and are in their first, second or third year of teaching after entry or re-entry into the profession after a period of five or more years of being out of the field. They may or may not have had experience in teaching before this recent period of employment.

Group II--Teachers who are maintaining a home and family and have been teaching homemaking continuously for five or more years.

3. The principals or superintendents of the schools which employ the homemaking teachers.

APPENDIX B



IN-SERVICE EDUCATIONAL NEEDS OF HOMEMAKERS WHO HAVE ENTERED
OR RE-ENTERED THE TEACHING OF HOMEMAKING

QUESTIONNAIRE FOR ADMINISTRATORS

1. Below are some activities in which your homemaking teacher may engage. Indicate your feeling about whether she carries out each activity by encircling one of the letters at the left. "y" means yes; "u" means uncertain or I do not know; "n" means no.
- y u n 1. Stimulates interest in home economics.
- y u n 2. Maintains good relations with parents and other adults in the community.
- y u n 3. Participates and makes contributions in faculty meetings.
- y u n 4. Cooperates with the administration.
- y u n 5. Makes home visits.
- y u n 6. Attends district and/or State conferences for homemaking teachers.
- y u n 7. Establishes good relations with pupils.
- y u n 8. Teaches adult classes.
- y u n 9. Attends county, district or State teachers' meetings.
- y u n 10. Serves as adviser of Future Homemakers of America.
- y u n 11. Works well with other teachers.
- y u n 12. Does her share of school activities outside the class room.
- y u n 13. Plans and follows a budget for the department.
- y u n 14. Allows home responsibilities to interfere with school responsibilities.
- y u n 15. Needs more supervision than she has received.

2. Encircle the number of over-all rating you would give your present homemaking teacher.
 1. Superior
 2. Good
 3. Average
 4. Poor
3. What is her greatest strength as a teacher?
4. What is her greatest weakness as a teacher?
5. Encircle the number of the policy which your board follows in employing married women to teach homemaking.
 1. Employs married teachers only because of the teacher shortage.
 2. Makes no difference between married and unmarried teachers, but employs them on the basis of their qualifications for the position.
 3. Employs married teachers in preference to single teachers.
 4. Employs married teachers because they are established and influential people in the community.
 5. Others: List
6. Encircle the number(s) which represent attitudes of other teachers in the local school or the people in the community toward home economics.
 1. The homemaking program is considered an essential part of education in the school and community.
 2. The homemaking department is set apart from other departments in the school.
 3. Homemaking teachers use different methods of teaching from those used by other teachers.
 4. Teachers resent Federal aid to the homemaking program.
 5. Others: List

IN-SERVICE EDUCATIONAL NEEDS OF A SELECTED GROUP OF HOMEMAKERS
WHO HAVE ENTERED OR RE-ENTERED THE TEACHING OF HOMEMAKING

Questionnaire for State Supervisors of Home Economics Education

Below are listed some factors which may relate to in-service educational needs of homemaking teachers who have entered or re-entered teaching after a period of five or more years of being out of the profession.

1. Comparison of these teachers with other beginning teachers as to the difficulties presented by the following aspects of the homemaking program. Place a check (x) in the appropriate column.

More About Same Less Uncertain

Adult work

Classroom activities

FHA activities

Home visits

Home projects

Program planning

Others: list

2. Comparison of these teachers with married homemaking teachers who have taught continuously for five or more years as to the amount of time devoted to the following activities. Place a check (x) in the appropriate column.

More About Same Less Uncertain

Attendance at Conferences

Adult work

Home visits

Home projects

FHA

3. Activities of the State supervisory staff designed to help these teachers do a more effective job. Place a check (x) by the activities which are practiced.

- ☐ 1. Visits early in the year.
- ☐ 2. Follow-up visit during the year.
- ☐ 3. Small study groups held in the afternoon or evening.
- ☐ 4. Special issue of regular newsletter devoted to needs of these teachers.
- ☐ 5. Section of newsletter devoted to the problems of these teachers.
- ☐ 6. Special district or State conference devoted to needs of these teachers.
- ☐ 7. Sectional meeting at annual district or State conference devoted to needs of these teachers.
- ☐ 8. Recommend provisions for visitation to other teachers.
- ☐ 9. No special efforts made.
- ☐ 10. Others: List

4. Activities of teacher-preparation institutions in the State designed to help these teachers. Place a check (x) by activities which are available.

- ☐ 1. Refresher courses in home economics subject matter.
- ☐ 2. Refresher courses in methods of teaching homemaking.
- ☐ 3. Refresher courses in instructional materials.
- ☐ 4. Graduate courses in home economics during regular summer session.
- ☐ 5. Graduate courses in home economics education during regular summer session.
- ☐ 6. Courses of two or three weeks length on college or university campus during summer session.

_____ 7. Extension courses held at time and location convenient to these teachers.

_____ 8. Others: List

Arkansas State Teachers College
Conway, Arkansas
January 2, 1959

Name of Teacher
Address

Dear

You have been referred to me as a person who might be able to help me in a study I am making as part of the requirements for the degree of Doctor of Education at The University of Tennessee. A brief outline of the study is enclosed.

Will you assist me by filling in the enclosed questionnaire and returning it to me at your earliest convenience? It will not take much of your time and no signature is required. All information which you provide will be kept strictly confidential. Please return the questionnaire even if you cannot participate in the study.

Thank you for your cooperation.

Sincerely yours,

Mary Jane Scott

Arkansas State Teachers College
Conway, Arkansas
January 5, 1959

Name of Administrator
City
State

Dear

You have been referred to me as a person who might be able to help me in a study I am making as part of the requirements for the degree of Doctor of Education at The University of Tennessee. A brief outline of the study is enclosed.

Will you assist me by filling in the enclosed questionnaire relative to (homemaking teacher's name)? It will not take much of your time and no signature is required. All information which you provide will be kept strictly confidential. Please return the questionnaire at your earliest convenience.

Thank you for your cooperation.

Sincerely yours,

Mary Jane Scott

Arkansas State Teachers College
Conway, Arkansas
January 31, 1959

Name
Address

Dear

I know you are a busy person, but will you please give me a little of your time? Early in January, I sent you a questionnaire relative to the "In-Service Educational Needs of a Selected Group of Homemakers Who Have Entered or Re-Entered the Teaching of Homemaking." Will you please fill in the questionnaire and return it to me at your earliest convenience? Your assistance is needed very much and will be greatly appreciated.

If you have already completed and mailed the questionnaire, please disregard this letter.

Thank you.

Sincerely yours,

Mary Jane Scott

APPENDIX C

TABLE XXXVI

RESPONSES OF TWO SELECTED GROUPS^a OF HOMEMAKING TEACHERS
TO STATEMENTS CONCERNING THEIR TEACHING SITUATIONS,
1958-1959

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
1. My relations with the administration are pleasant.				
Yes	84	98.82	93	98.94
Uncertain	1	1.18	0	0
No	0	0	1	1.06
No response	0	0	0	0
2. The homemaking offerings are based on a current analysis of home and family living needs in the community.				
Yes	74	87.06	89	94.68
Uncertain	5	5.88	2	2.13
No	5	5.88	2	2.13
No response	1	1.18	1	1.06
3. In this school, home economics is considered largely as a field for pupils of low social and/or mental levels.				
Yes	13	15.29	3	3.19
Uncertain	6	7.06	4	4.25
No	65	76.47	85	90.43
No response	1	1.18	2	2.13
4. Planning the home experi- ence phase of the pro- gram is difficult for me.				
Yes	32	37.65	17	18.09
Uncertain	8	9.41	6	6.38
No	45	52.94	70	74.47
No response	0	0	1	1.06

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
5. My recent college or university work gave me life-like or realistic preparation for the problems I am now meeting in teaching homemaking.				
Yes	52	61.18	65	69.15
Uncertain	10	11.76	11	11.70
No	21	24.71	16	17.02
No response	2	2.35	2	2.13
6. Keeping records and making reports add too much to my heavy schedule.				
Yes	44	51.77	41	43.62
Uncertain	8	9.41	8	8.51
No	33	38.82	42	44.68
No response	0	0	3	3.19
7. Newspapers, radio, and/or television cooperate with me in acquainting the community with the program.				
Yes	57	67.06	71	75.53
Uncertain	12	14.12	12	12.77
No	13	15.29	10	10.64
No response	3	3.53	1	1.06
8. I have no problems in planning a budget for the department.				
Yes	38	44.71	41	43.61
Uncertain	6	7.06	4	4.26
No	41	48.23	47	50.00
No response	0	0	2	2.13

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
9. Teaching is the best job I can get which will per- mit me to fulfill my family responsibilities.				
Yes	64	75.29	65	69.15
Uncertain	11	12.94	11	11.70
No	10	11.77	12	12.77
No response	0	0	6	6.38
10. The Future Homemakers of America chapter is an integral part of our homemaking program.				
Yes	69	81.18	87	92.56
Uncertain	8	9.41	6	6.38
No	8	9.41	0	0
No response	0	0	1	1.06
11. The supervision of home- making by the principal or superintendent in this school is helpful.				
Yes	51	60.00	62	65.95
Uncertain	14	16.47	15	15.96
No	18	21.18	15	15.96
No response	2	2.35	2	2.13
12. My home responsibilities prevent my attending teachers' conferences or professional meetings which I think I should attend.				
Yes	8	9.41	2	2.13
Uncertain	2	2.35	0	0
No	75	88.24	92	97.87
No response	0	0	0	0

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
13. There is a fine spirit among the teachers in this school.				
Yes	68	80.00	77	81.92
Uncertain	12	14.12	4	4.25
No	5	5.88	9	9.58
No response	0	0	4	4.25
14. The homemaking program emphasizes planning, informational activities, and practical experiences in a variety of home economics areas.				
Yes	81	95.30	94	100.00
Uncertain	2	2.35	0	0
No	2	2.35	0	0
No response	0		0	
15. The long vacations which the teachers have help make the job attractive to me.				
Yes	51	60.00	44	46.81
Uncertain	9	10.59	11	11.70
No	23	27.06	36	38.30
No response	2	2.35	3	3.19
16. My students have little interest in home projects or home experiences.				
Yes	19	22.35	17	18.09
Uncertain	5	5.88	14	14.89
No	60	70.59	62	65.96
No response	1	1.18	1	1.06

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
17. The college and/or university faculties provided adequate counseling in helping me bring my educational preparation up-to-date.				
Yes	47	55.29	58	61.70
Uncertain	18	21.18	17	18.08
No	18	21.18	15	15.96
No response	2	2.35	4	4.26
18. My home and school schedules provide time for making home visits.				
Yes	43	50.59	68	72.34
Uncertain	4	4.70	3	3.19
No	38	44.71	21	22.34
No response	0	0	2	2.13
19. People in this community are critical of many of the things teachers do.				
Yes	19	22.35	20	21.28
Uncertain	18	21.18	15	15.96
No	47	55.29	58	61.70
No response	1	1.18	1	1.06
20. The library facilities in the school and community are adequate.				
Yes	36	42.35	50	53.19
Uncertain	10	11.77	11	11.70
No	39	45.88	31	32.98
No response	0	0	2	2.13
21. I would like teaching of homemaking better if I could teach only one phase.				
Yes	30	35.29	26	27.66
Uncertain	10	11.77	13	13.83
No	43	50.59	52	55.32
No response	2	2.35	3	3.19

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
22. The adults in the community are interested in attending classes in homemaking.				
Yes	21	24.70	36	38.30
Uncertain	26	30.59	20	21.28
No	37	43.53	35	37.23
No response	1	1.18	3	3.19
23. The institutions which offer advanced study for home-making teachers are too far from my home for me to attend.				
Yes	33	38.82	30	31.91
Uncertain	4	4.71	2	2.13
No	47	55.29	60	63.83
No response	1	1.18	2	2.13
24. The number of students I teach permits me to do effective work with them.				
Yes	61	71.77	65	69.15
Uncertain	5	5.88	5	5.32
No	19	22.35	23	24.47
No response	0	0	1	1.06
25. I believe there is considerable feeling in this community against married women teaching.				
Yes	0	0	3	3.19
Uncertain	3	3.53	2	2.13
No	82	96.47	89	94.68
No response	0	0	0	0

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
26. Pupils in my classes are interested in all phases of homemaking.				
Yes	56	65.88	60	63.83
Uncertain	9	10.59	12	12.77
No	19	22.35	21	22.34
No response	1	1.18	1	1.06
27. I am teaching after marriage largely because I like teaching home- making.				
Yes	62	72.94	82	87.23
Uncertain	10	11.77	4	4.26
No	8	9.41	6	6.38
No response	5	5.88	2	2.13
28. No period is scheduled for meeting of the FHA chapter or other club activities.				
Yes	19	22.35	28	29.79
Uncertain	1	1.18	1	1.06
No	65	76.47	64	68.09
No response	0	0	1	1.06
29. Adjustment to formal study was difficult after a period of homemaking.				
Yes	21	24.71	16	17.02
Uncertain	10	11.76	6	6.38
No	52	61.18	68	72.34
No response	2	2.35	4	4.26
30. My home responsibilities are such that I am unable to participate in pro- fessional organizations.				
Yes	17	20.00	6	6.38
Uncertain	4	4.70	2	2.13
No	63	74.12	86	91.49
No response	1	1.18	0	0

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
31. My administrators are interested in the home- making department.				
Yes	71	83.53	83	88.30
Uncertain	6	7.06	9	9.58
No	8	9.41	1	1.06
No response	0	0	1	1.06
32. Representatives of the community, parents, and pupils assist me in planning the program.				
Yes	45	52.94	55	58.51
Uncertain	7	8.24	14	14.89
No	31	36.47	22	23.41
No response	2	2.35	3	3.19
33. I feel that I am a success- ful teacher in addition to being a reasonably success- ful homemaker.				
Yes	68	80.00	80	85.11
Uncertain	16	18.82	10	10.64
No	1	1.18	1	1.06
No response	0	0	3	3.19
34. I need help with planning adult work.				
Yes	52	61.18	49	52.13
Uncertain	13	15.29	10	10.64
No	18	21.18	33	35.10
No response	2	2.35	2	2.13
35. My present salary is sufficient to permit the additional training essen- tial for keeping up to date.				
Yes	22	25.88	34	36.17
Uncertain	8	9.41	13	13.83
No	54	63.53	45	57.87
No response	1	1.18	2	2.13

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
36. I need to give so much time and attention to my family that my teaching is less effective than it should be.				
Yes	7	8.23	2	2.13
Uncertain	6	7.06	3	3.19
No	71	83.53	88	93.62
No response	1	1.18	1	1.06
37. I find it difficult to teach pupils of so many different abilities in one class.				
Yes	40	47.06	40	42.55
Uncertain	5	5.88	6	6.38
No	40	47.06	48	51.07
No response	0	0	0	0
38. Most people in the com- munity cooperate with the homemaking teacher(s).				
Yes	81	95.29	87	92.55
Uncertain	2	2.35	5	5.32
No	1	1.18	2	2.13
No response	1	1.18	0	0
39. A satisfactory salary scale helps to make the job attractive to me.				
Yes	50	58.82	67	71.28
Uncertain	14	16.47	10	10.64
No	17	20.00	14	14.89
No response	4	4.71	3	3.19
40. Directing FHA activities is difficult for me.				
Yes	41	48.24	14	14.89
Uncertain	5	5.88	8	8.51
No	39	45.88	72	76.60
No response	0	0	0	0

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
41. I could (or would) participate in workshops of two or three weeks duration conducted on college or university campuses during the summer session.				
Yes	65	76.47	80	85.11
Uncertain	7	8.24	5	5.32
No	13	15.29	8	8.51
No response	0	0	1	1.06
42. Too many school and community jobs are expected of me as a homemaking teacher.				
Yes	27	31.77	28	29.79
Uncertain	7	8.23	8	8.51
No	50	58.32	57	60.64
No response	1	1.18	1	1.06
43. I have difficulty in working with teen-agers.				
Yes	3	3.53	1	1.06
Uncertain	0	0	1	1.06
No	81	95.29	92	97.88
No response	1	1.18	0	0
44. We have adequate equipment for teaching all phases of homemaking.				
Yes	28	32.94	34	36.17
Uncertain	7	8.24	7	7.45
No	49	57.64	52	55.32
No response	1	1.18	1	1.06
45. I believe advanced study enriches (or would enrich) my teaching.				
Yes	75	88.24	84	89.37
Uncertain	5	5.88	6	6.38
No	5	5.88	3	3.19
No response	0	0	1	1.06

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
46. My family responsibilities combined with teaching leave me too little opportunity for social contacts.				
Yes	43	50.59	36	38.30
Uncertain	7	8.23	3	3.19
No	34	40.00	55	58.51
No response	1	1.18	0	0
47. I am bothered with disciplinary problems.				
Yes	8	9.41	1	1.06
Uncertain	0	0	1	1.06
No	76	89.41	92	97.88
No response	1.	1.18	0	0
48. I have difficulty in evaluating the effectiveness of my program.				
Yes	44	51.77	27	28.72
Uncertain	14	16.47	17	18.08
No	27	31.76	48	51.07
No response	0	0	2	2.13
49. The supervision from city, county, or state supervisors of home economics is adequate.				
Yes	65	76.47	77	81.92
Uncertain	7	8.24	6	6.38
No	11	12.94	11	11.70
No response	2	2.35	0	0
50. My family is willing to make adjustments that aid me in carrying on both my home and teaching responsibilities.				
Yes	84	98.82	92	97.87
Uncertain	1	1.18	2	2.13
No	0	0	0	0
No response	0	0	0	0

TABLE XXXVI (continued)

Statements and responses of teachers	Group I		Group II	
	Number	Per Cent	Number	Per Cent
51. Some teachers in this school are critical of home economics.				
Yes	16	18.82	19	20.21
Uncertain	13	15.30	10	10.64
No	56	65.88	65	69.15
No response	0	0	0	0
52. Provision of inadequate funds for the department makes my work difficult.				
Yes	37	43.53	42	44.68
Uncertain	6	7.06	7	7.45
No	40	47.06	44	46.81
No response	2	2.35	1	1.06
53. Refresher courses in home economics subject matter would be helpful to me.				
Yes	76	89.41	84	89.36
Uncertain	5	5.88	5	5.32
No	3	3.53	2	2.13
No response	1	1.18	3	3.19
54. I have to get ready for too many classes and conferences.				
Yes	21	24.70	17	18.09
Uncertain	12	14.12	6	6.38
No	51	60.00	70	74.47
No response	1	1.18	1	1.06

^aEighty-five teachers were in Group I and ninety-four in Group II.

TABLE XXXVII

RESPONSES OF TWO GROUPS OF ADMINISTRATORS^a TO STATEMENTS
CONCERNING ACTIVITIES OF THEIR HOMEMAKING TEACHERS,
1958-1959

Statements and responses of administrators	Group I		Group II	
	Number	Per Cent	Number	Per Cent
1. Stimulates interest in home economics.				
Yes	78	93.98	82	92.14
Uncertain	5	6.02	4	4.49
No	0	0	1	1.12
No response	0	0	2	2.25
2. Maintains good relations with parents and other adults in the community.				
Yes	74	89.16	84	94.38
Uncertain	8	9.64	2	2.25
No	1	1.20	2	2.25
No response	0	0	1	1.12
3. Participates and makes contributions in faculty meetings.				
Yes	80	96.39	83	93.26
Uncertain	1	1.20	3	3.37
No	2	2.41	2	2.25
No response	0	0	1	1.12
4. Cooperates with the administration.				
Yes	82	98.80	86	96.64
Uncertain	1	1.20	1	1.12
No	0	0	1	1.12
No response	0	0	1	1.12
5. Makes home visits.				
Yes	74	89.16	81	91.01
Uncertain	6	7.23	1	1.12
No	1	1.20	4	4.50
No response	2	2.41	3	3.37

TABLE XXXVII (continued)

Statements and responses of administrators	Group I		Group II	
	Number	Per Cent	Number	Per Cent
6. Attends district and/or state conferences for homemaking teachers.				
Yes	79	95.18	86	96.63
Uncertain	2	2.41	2	2.25
No	2	2.41	0	0
No response	0	0	1	1.12
7. Establishes good rela- tions with pupils.				
Yes	76	91.57	83	93.26
Uncertain	6	7.23	3	3.37
No	1	1.20	1	1.12
No response	0	0	2	2.25
8. Teaches adult classes.				
Yes	39	46.99	54	60.68
Uncertain	5	6.02	6	6.74
No	37	44.58	28	31.46
No response	2	2.41	1	1.12
9. Attends county, district, or state teachers' meetings.				
Yes	80	96.38	86	96.64
Uncertain	3	3.62	1	1.12
No	0	0	1	1.12
No response	0	0	1	1.12
10. Serves as adviser of Future Homemakers of America.				
Yes	79	95.18	84	94.38
Uncertain	3	3.61	4	4.50
No	1	1.20	0	0
No response	0	0	1	1.12
11. Works well with other teachers.				
Yes	78	93.98	82	92.14
Uncertain	4	4.82	3	3.37
No	0	0	1	1.12
No response	1	1.20	3	3.37

TABLE XXXVII (continued)

Statements and responses of administrators	Group I		Group II	
	Number	Per Cent	Number	Per Cent
12. Does her share of school activities outside the classroom.				
Yes	73	87.95	84	94.38
Uncertain	7	8.43	2	2.25
No	3	3.62	2	2.25
No response	0	0	1	1.12
13. Plans and follows a budget for the department.				
Yes	74	89.16	78	87.64
Uncertain	3	3.62	5	5.62
No	5	6.02	5	5.62
No response	1	1.20	1	1.12
14. Allows home responsi- bilities to interfere with school responsibili- ties.				
Yes	9	10.84	8	8.99
Uncertain	11	13.25	11	12.36
No	63	75.91	68	76.40
No response	0	0	2	2.25
15. Needs more supervision than she had received.				
Yes	11	13.25	10	11.23
Uncertain	20	24.10	19	21.35
No	51	61.44	58	65.17
No response	1	1.21	2	2.25

^aEighty-three administrators were in Group I and eighty-nine in Group II.